

L
264
A 2

REPORT OF THE

COMMISSIONER OF EDUCATION
OF PORTO RICO. *Dept. of education*

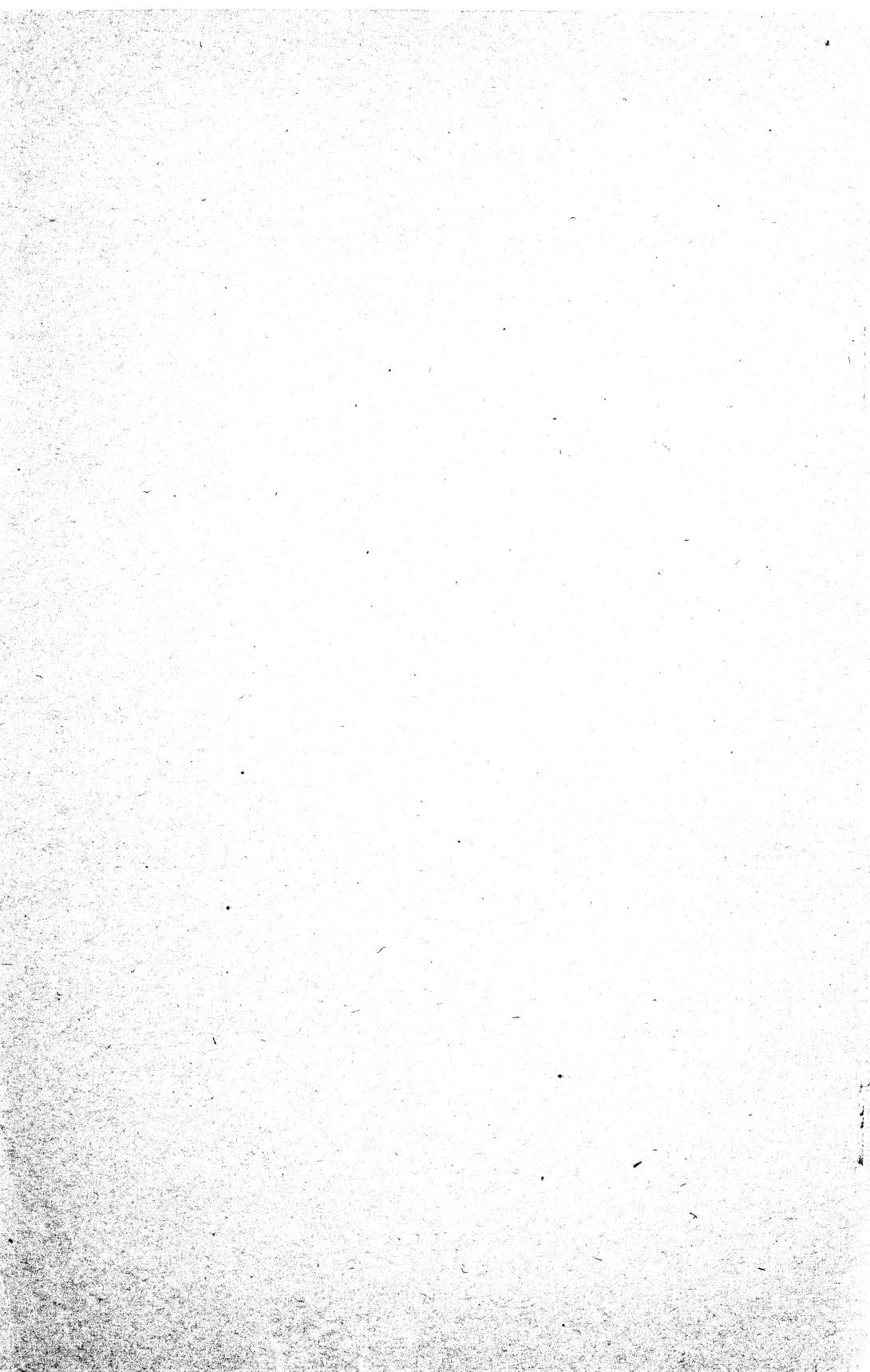
1915

From the Report of the Governor of Porto Rico, 1915, pages 313-396
189-190, 207-209, inclusive

BUREAU OF INSULAR AFFAIRS
WAR DEPARTMENT



WASHINGTON
GOVERNMENT PRINTING OFFICE
1915



L
264
A 2

Arch.
U. S. Library
1915

APPENDIX VI.

REPORT OF THE COMMISSIONER OF EDUCATION

MAR - 8 1916
APR 28 1916

OFFICE OF THE COMMISSIONER,

San Juan, P. R., August 10, 1915.

SIR: In accordance with section 25 of the organic act providing for civil government for Porto Rico, I have the honor to transmit herewith the fifteenth annual report of the department of education covering the fiscal year ending June 30, 1915. The report herewith submitted is composed of two parts—narrative and statistical. In the narrative report an effort has been made to place before the readers sufficient information regarding the school system as a whole and its intimately related parts, to enable them to understand the organization and at the same time get an insight into the different phases of the work. The statistical tables have been inserted mainly for those who wish to make a closer study of the school system, either as a whole or for any separate municipality.

The commissioner of education left the island April 28, and his resignation took effect May 15. Since the former date I have been discharging the duties of the office as provided by law.

The commissioner completed nearly three years of his term of office of four years. During these three years the school system of Porto Rico has made gratifying progress along all lines, and especially in industrial education.

The introduction of manual training and agriculture for boys and home economics for girls in the graded schools and the extension of these subjects in the continuation and high school curricula, together with the introduction of music, drawing, and handicrafts, the muscular system of writing, and calisthenics as required subjects in all graded schools have molded the school system on the lines approved for the most progressive school systems in the United States. The Porto Rican boy or girl who enjoys these privileges is also fortunate in being brought up in a bilingual system, for which he should be extremely thankful.

During the three years provision has been made for the erection of five modern high-school buildings, two of which have been finished, equipped, and occupied; one will be ready for occupancy in September and another will be constructed at an early date. The fifth, in San Juan, is being delayed for various reasons. Many new buildings have also been erected for graded and rural schools.

The number of different pupils actually enrolled in all schools, including special schools, reached a grand total of 207,010 for the school year 1913-14. It is to be regretted that the necessity for economy forced a considerable reduction in the expenditures for 1914-15, which necessarily brought about a corresponding decrease in the number of pupils accommodated in the schools.

The future, however, is bright, and in closing this letter of transmittal I wish to express my sincerest appreciation of the services rendered by the members of the office force of the department, all of whom have placed their personal interests second to the cause of education, as well as for the faithful services of the supervisors and teachers and the sympathetic support of the school boards, without which this progress would not have been possible.

Respectfully submitted.

W. A. BARLOW,
Acting Commissioner of Education.

The GOVERNOR OF PORTO RICO.

San Juan, P. R.

ORGANIZATION.

The island of Porto Rico is divided for administrative purposes into 74 political units known as municipalities. These municipalities consist generally of an urban center and outlying rural territory subdivided into barrios or wards. Every four years the qualified voters of each municipality elect a school board composed of three members, who elect from their number a president and a secretary and appoint a treasurer to disburse their funds. The school district is thus coterminous with the municipality and the jurisdiction of the school board extends equally over the urban and the rural territory. The school boards have charge of all school buildings located within their

districts; they have power to erect, repair, remodel, and improve school property, and may, within certain limitations, contract indebtedness, borrow money, or issue bonds for this purpose; they provide suitable furniture and equipment for all the schools in their respective districts except high schools; appoint janitors, suspend pupils from the schools, subject to the approval of the commissioner of education; may suspend teachers pending the action of this officer; and elect all rural, graded, and principal teachers subject to the approval of the commissioner.

The school boards have two ordinary sources of revenue—25 per cent of 90 per cent of the municipal property tax and a special tax known as "the school tax" consisting of one-tenth of 1 per cent on all real and personal property within the municipality. While this school tax is purely optional, its maximum is generally imposed by the municipalities. These two taxes produce yearly about half a million dollars.

Previous to the beginning of each fiscal year, school boards submit to the commissioner of education a detailed statement of their projected expenditures for that year, and the approval of such a budget by the commissioner is the warrant for the expenditure of the school funds as thus set forth. Subsequent transfers of funds from one subhead to another within the budget necessitate separate approval. By virtue of the powers conferred on him in the organic act the commissioner of education is the controller and auditor of all expenditures incurred for education on the island, and consequently he may reject any expenditure illegally incurred.

The schools of the island are divided into five classes: Rural, graded, continuation, high, and special, the latter class comprising night, music, drawing, agriculture, industrial and all other schools not otherwise classified. These shall be described in detail further on.

For the purpose of supervision, the island is divided at present into 41 districts, classified as follows: First, municipalities having 100 schools or more; second, municipalities having between 50 and 99 schools; third, municipalities or groups of municipalities containing less than 50 schools. There are 2 first, 3 second, and 36 third class districts. Although the law provides for an automatic increase in the number of districts, since no district of the third class may contain more than 50 schools, the number has remained stationary in recent years because the insular legislature has made no provision for the increase of supervising principals in the annual budget. In charge of each district there is a supervising official known as supervising principal, appointed by the commissioner of education and acting as his immediate representative. In districts of the first class this officer receives \$1,500, with an allowance of \$240 for house and office rent, and, in those of the second \$1,300, with the same allowance. In districts of the third class the salary is \$1,100, with the same allowance for rent and an extra allowance of \$200 for traveling expenses in districts of more than one municipality.

The supervising principal is ex officio a member of the school board and entitled to participate in its discussions, to receive notice of its meetings, to examine its minutes, records, and accounts in like manner as a duly elected member of the board, but he is not entitled to vote. He shares with the school board the right to assign the teachers to their respective grades and schools. In addition, he performs any duties prescribed for him by the commissioner, and he is required by law to submit an annual report covering the work of his district. He has an office equipped in accordance with the importance and dignity of his position and he keeps regular office hours, but the greater part of his time is spent visiting the schools and advising the teachers.

At the head of the educational system of the island stands the commissioner of education, appointed for a term of four years or at the pleasure of the President of the United States, with full power of appointment over all subordinates except certain classes of teachers. He is empowered to determine the course of study, the length of the school year within limitations prescribed by law and the length of the school day. He is in charge of the examination and certification of teachers, and no expenditure of public moneys for school purposes, on the part of either of the school boards or any of his subordinates in the department, can be made without his approval. He is a member of the executive council (the upper house of the insular legislature), ex officio president of the board of trustees of the university and of the insular library.

The commissioner is assisted in his administrative functions by a personnel, organized as follows: An assistant commissioner, a secretary of the department and a division of records, of which the secretary is the chief, a division of property and accounts with chief, a division of school board accounts with chief, three general superintendents, a special supervisor of Spanish, a special supervisor of athletics and playgrounds, a special supervisor of manual training, a special supervisor of home economics, a special supervisor of agriculture, a special supervisor of music, a special supervisor of drawing, and clerical help to the number of 20.

The assistant commissioner is the head of the division of supervision, composed of the three general superintendents, the special supervisors, and the supervising principals; as such, he directs their activities. Due to the numerous duties devolving upon the commissioner by virtue of his position as member of the executive council, the assistant has to relieve him of much detail work. In the absence of the commissioner from the island he assumes the responsibilities of the office except legislative duties and as president of the board of trustees of the university.

The chief duties of the general superintendents are the organization and supervision of the school system as a whole, the preparation of questions for teachers' examinations, the holding of oral examinations for the authorization to teach in English, and the inspection and condemnation of unserviceable school property. In addition to these, they represent the commissioner at teachers' conferences, where they speak, examine books and manuscripts submitted for use in the schools, and advise the commissioner regarding the preparation of courses of study. The duties of the special supervisors are indicated by their titles. The special supervisors of manual training, home economics, agriculture, music, and drawing are connected with the University of Porto Rico.

The division of records handles all the details which arise from the examination and certification of teachers; keeps all documents and official records; files all official correspondence; prepares all statistics in connection with the work of the school system and, in general, aids the commissioner in all matters not pertaining strictly to the other organized divisions.

The division of property and accounts handles all the work in connection with the purchase, distribution and custody of books, supplies, and all office and school property bought and furnished by the department; it prepares and certifies the pay rolls of all teachers and employees paid by the department and keeps a record of their absences as well as the civil service records.

The division of school board accounts handles all the work in connection with the approval of school board budgets and the examination and audit of all school board accounts; prepares all data relative to the financial standing of school boards, required to pass upon the advisability of granting them authorization to contract indebtedness, borrow money or issue bonds; handles all details arising from the selection and purchase of sites by school boards for the construction and repair of buildings submitted by school boards, or when these are referred to the department of the interior for expert advice, it is done through this division.

The revenues of the department of education originate in yearly appropriations from the insular legislature; its largest items go to pay the salaries of all the teachers in the service, supervising officials and members of the central office and for textbooks and supplies.

RURAL SCHOOLS.

The rural schools are located in the barrios or rural subdivisions of the municipalities. Of the 1,200,000 inhabitants which comprise the total population of the island, about 79 per cent live in this rural area and about 70 per cent of them are illiterate.¹ At the present time there are approximately 331,233 children of school age (between 5 and 18 years) living in the barrios. Of these only 91,966, or 27 per cent were enrolled in the rural schools at any time during the past year. This shows a decrease from the figures reported last year, but the fact is accounted for by an order issued from the central office prohibiting rural teachers from enrolling more than 80 pupils. In some of the populous barrios the teachers were enrolling 150 pupils and sometimes more. Inasmuch as neither the material conditions of the school buildings nor the professional equipment of the teachers justified such a burden, it was deemed wise, even in the face of an overwhelming school population for which no provision is made, to limit the enrollment to a size compatible with a semblance of efficiency. The average number of pupils belonging during the year to the rural schools was 76,341. The average number of teachers at work in these schools was 1,243. This figure includes a number of teachers whose salary was paid by the school boards from their surplus funds. The corps of teachers for the entire island is fixed by the legislature each year when the appropriations to pay their salaries are made, the commissioner being charged with its distribution among the various municipalities, but the school boards may, within certain limitations, increase the number allotted to them provided they pay their salaries from any surplus funds at their disposal. The average number of pupils taught by each teacher was about 63. The average daily attendance was 69,786, or 89.7 per cent, which gives an average of about 58 pupils receiving instruction daily.

¹ The Federal Census Bureau classifies as illiterate any person 10 years of age or over who is unable to write, regardless of his ability to read.

from each teacher. About 59 per cent of the pupils were boys and 41 per cent girls. The average age of all pupils in the rural schools was 10.1

The above figures show, in a way, the magnitude of the problem to be solved before the people of Porto Rico can assume in full the duties and privileges of self-government. That enormous mass of illiterates, in its primitive, uncured condition, is not safe timber to build the good ship of state. We realize that there are serious social and economic problems to be solved before the people of Porto Rico reach the desired goal. But the pioneer work must be done by the rural school. Those people must be brought to a realization of their condition and to wish to improve it. The rural school, adapted more and more to actual conditions, is the one agency that can bring this about. At present, we are making provision for less than one-third of the rural school population. It is as if we had an enormous debt and our resources did not permit us to pay the interest on it. The problem calls for heroic measures.

The following table shows, in outline, the course of study in operation in the rural schools:

Outline of course of study, rural school system of Porto Rico.

Grade.	English.	Spanish.	Arithmetic.	Nature study, geography.	Agriculture.	Physics and hy- giene.	History.	Penman- ship.	Drawing, mechanic art.
1	.....	Cartilla de Arnold.	Elementos Milne ¹.	.....	Vegetable garden- ing; ² no text.	Oral lessons in connection with nature study.	.....	Zaner Mus- cial S y s- tem.	Songs. (2)
2	Spanish American Primer.	Libro Primero S. B. C.	.....do.	.....do.	.....do.	.....do.	.....do.	.....do.	.....do.
3	Reinold's First Language Book.	I libro Segundo S. B. C.	.....do.	.....do.	Geografia Ele- mental de Frye.	.....do.	Cartilla de San- idad Litchie- Turrell.	Tudimentos de Historia de Montgomery.	.....do.
4	Reinold's Second Language Book.	Rudimentos de Historia Mont- gomery.	.....do.	.....do.	.....do.	.....do.	.....do.	Historia McMaster's Pri- mary History.	.....do.
5	Flounder's Lan- guage and Gram., Book I.	Libro Tercero S. Southworth Stone, II.	.....do.	Dodge's Element- ary Geog.	.....do.	.....do.	.....do.	Gordy's American Leaders and Heroes.	.....do.
6	Manly Bailey, Book I.	Primeros lirasos Libro Cuarto S. Cast. Hernandez	.....do.	.....do.	.....do.	.....do.	Elementary phys- iology and hy- giene, Conn.	.....do.	.....do.

¹ In the hands of the teacher only.² Required of all boys old enough to work in the school garden.

; Wherever conditions permit, special instruction is given in manual work.

Of the 1,243 teachers in charge of the rural schools during the past year, 1,127, or 91 per cent, had double enrollment, i. e., one group of 40 pupils or less in the morning for three hours and another similar group in the afternoon for the same period. The distribution of time among the various subjects of the curriculum depends, of course, on whether the school has double enrollment or not, as well as on the number of grades grouped in any one session. The following typical programs show the time distribution:

Suggestive program for a four-grade rural school.

MORNING SESSION.

Time.	Duration.	First "A."	First "B."
9. 00- 9. 10	10 minutes.	OPENING EXERCISES.	
9. 10- 9. 25	15 minutes.	Lectura.	Seat work.
9. 25- 9. 40	15 minutes.	Seat work.	Lectura.
9. 40- 9. 55	15 minutes.	Writing.	Writing.
9. 55-10. 10	15 minutes.	Arithmetic.	Seat work.
10. 10-10. 15	5 minutes.		PHYSICAL EXERCISES.
10. 15-10. 30	15 minutes.	Seat work.	Arithmetic.
11. 30-10. 45	15 minutes.		RECESS.
10. 45-11. 00	15 minutes.	Language.	Language.
11. 00-11. 15	15 minutes.	Lectura.	Seat Work.
11. 15-11. 30	15 minutes.	Seat work.	Lectura.
11. 30-11. 45	15 minutes.	Writing or man- ual work.	Writing or man- ual work.
11. 45-12. 00	15 minutes.	Nature study.	Nature study.

AFTERNOON SESSION.

Time.	Duration.	Second.	Third.	Fourth.
1. 00-1. 10	10 minutes.		OPENING EXERCISES.	
1. 10-1. 25	15 minutes.	Arithmetic.	Writing.	Writing.
1. 25-1. 40	15 minutes.	Written arithme- tic.	Arithmetic.	Problems.
1. 40-1. 55	15 minutes.	Writing.	Writing.	Arithmetic.
1. 55-2. 10	15 minutes.	Spanish.	Study Spanish.	Study Spanish.
2. 10-2. 15	5 minutes.		PHYSICAL EXERCISES.	
2. 15-2. 30	15 minutes.	Written Spanish.	Spanish.	Study Spanish.
2. 30-2. 45	15 minutes.		RECESS.	
2. 45-3. 00	15 minutes.	Agriculture or na- ture study.		
3. 00-3. 15	15 minutes.	Study of English.	Written Spanish.	Spanish or hy- giene.
3. 15-3. 30	15 minutes.	English.	Study, English.	Written work.
3. 30-3. 45	15 minutes.	Study.	English.	Study.
3. 45-4. 00	15 minutes.	Study.	Study.	{English 3. Geography 2.

MORNING SESSION.

Time.	Duration.	First.	Fourth.
9. 00- 9. 10	10 minutes.	OPENING EXERCISES.	
9. 10- 9. 25	15 minutes.	Seat work.	Arithmetic.
9. 25- 9. 40	15 minutes.	Lectura.	Seat work.
9. 40- 9. 55	15 minutes.	Writing.	Writing.
9. 55-10. 10	15 minutes.	Seat work.	Spanish.
10. 10-10. 15	5 minutes.		PHYSICAL EXERCISES.
10. 15-10. 30	15 minutes.	Arithmetic.	Seat work.
10. 30-10. 45	15 minutes.		RECESS.
10. 45-11. 00	15 minutes.	Agriculture.	Agriculture.
11. 00-11. 15	15 minutes.	Seat work.	English.
11. 15-11. 30	15 minutes.	Language (3).	Seat work.
11. 30-11. 45	15 minutes.	Nature study (2).	
11. 45-12. 00	15 minutes.	Seat work.	{Hygiene (2). (Geography (3).
		Lectura.	Seat work.

Suggestive program for a four-grade rural school—Continued.

AFTERNOON SESSION.

Time.	Duration.	Second.	Third.
1. 00-1. 10	10 minutes.		OPENING EXERCISES.
1. 10-1. 25	15 minutes.	Arithmetic.	Seat work.
1. 25-1. 40	15 minutes.	Seat work.	Arithmetic.
1. 40-1. 55	15 minutes.	Writing.	Writing.
1. 55-2. 10	15 minutes.	Lectura.	Seat work.
2. 10-2. 15	5 minutes.		PHYSICAL EXERCISES.
2. 15-2. 30	15 minutes.	Seat work.	Spanish.
2. 30-2. 45	15 minutes.		RECESS.
2. 45-3. 00	15 minutes.	Agriculture.	Agriculture.
3. 00-3. 15	15 minutes.	English.	Seat work.
3. 15-3. 30	15 minutes.	Seat work.	English.
3. 30-3. 45	15 minutes.	{ Language (3). Nature study (2).	Seat work.
3. 45-4. 00	15 minutes.	Seat work.	{ Language (3). Nature study (2).

Suggestive program for a three-grade rural school.

MORNING SESSION.

Time.	Duration.	First "A."	First "B."
9. 00- 9. 10	10 minutes.		OPENING EXERCISES.
9. 10- 9. 25	15 minutes.	Lectura.	Seat work.
9. 25- 9. 40	15 minutes.	Seat work.	Lectura.
9. 40- 9. 55	15 minutes.	Writing.	Writing.
9. 55-10. 10	15 minutes.	Arithmetic.	Seat work.
10. 10-10. 15	5 minutes.		PHYSICAL EXERCISES.
10. 15-10. 30	15 minutes.	Seat work.	Arithmetic.
10. 30-10. 45	15 minutes.		RECESS.
10. 45-11. 00	15 minutes.	Language.	Seat work.
11. 00-11. 15	15 minutes.	Seat work.	Language.
11. 15-11. 30	15 minutes.	Lectura.	Seat work.
11. 30-11. 45	15 minutes.	Seat work.	Lectura.
11. 45-12. 00	15 minutes.	Nature study.	Nature study.

AFTERNOON SESSION.

Time.	Duration.	Second.	Third.
1. 00-1. 10	10 minutes.		OPENING EXERCISES.
1. 10-1. 25	15 minutes.	Arithmetic.	Seat work.
1. 25-1. 40	15 minutes.	Seat work.	Arithmetic.
1. 40-1. 55	15 minutes.	Writing.	Writing.
1. 55-2. 10	15 minutes.	Lectura.	Seat work.
2. 10-2. 15	5 minutes.		PHYSICAL EXERCISES.
2. 15-2. 30	15 minutes.	Seat work.	Spanish.
2. 30-2. 45	15 minutes.		RECESS.
2. 45-3. 00	15 minutes.	Agriculture.	Agriculture.
3. 00-3. 15	15 minutes.	English.	Seat work.
3. 15-3. 30	15 minutes.	Seat work.	English.
3. 30-3. 45	15 minutes.	{ Language (3). Nature study (2).	Seat work.
3. 45-4. 00	15 minutes.	Seat work.	{ Language (3). Nature study (2).

As shown in the outline, the course of study of the rural schools extends over a period of six years. Of the 91,966 different pupils enrolled in the rural schools during the year, 49.1 per cent were found in the first grade, 25.7 per cent in the second, 15.9 per cent in the third, 8.4 per cent in the fourth, and the remaining 0.9 per cent in the fifth and sixth grades. Of the total enrollment 93.2 per cent were on half time, the remaining 6.8 per cent receiving instruction six hours daily.

Any enrichment of the rural course of study has been necessarily conditioned by the meager professional equipment of the rural teaching force, many of whom entered the service with nothing more than a common-school education and a few scraps of information about school management gotten together for the examination. Up to the present the academic requirements for admission to the examinations for the rural

license have been limited to the eighth-grade diploma or its equivalent, and the examinations for the obtention of the license have covered the following subjects: English, Spanish, arithmetic, history of the United States and of Porto Rico, geography, elementary physiology and hygiene, nature study, and methods of teaching. It has been announced already that in all probability candidates for the rural license will have to present four high-school credits for admission to the examinations. The excess of teachers now obtaining and the increasing output of the normal school will afford opportunity for selection and will raise the standard of efficiency of the force. At its last quarterly meeting the board of trustees of the University of Porto Rico voted to raise the entrance requirements of the normal department from four high-school credits to eight. In view of this, the department of education will probably increase the requirements for admission to the examinations for the rural license sufficiently to bring them up to the standard established by the board of trustees for admission to the normal department of the university.

The rural teachers are elected by the school boards, subject to the approval of the commissioner of education, who pays their salary from an insular appropriation. The teachers are divided into three salary classes, as follows: Third class, \$40; second, \$45; third, \$50. All rural teachers begin at the \$40 salary, and after three years of experience pass to the \$45 class and after five years to the \$50 class. Last year all rural teachers received a salary of \$38 only, due to financial embarrassment.

The rural schools were housed in 1,193 separate buildings, containing a total of 1,250 classrooms.¹ Of the 1,193 rural buildings 320 are owned by the school boards and were especially constructed for school purposes from plans approved by the department of education and the sanitary officials. Most of the rural school buildings contain but one room, although not a few have two, three, and even four, the tendency toward the centralized school growing steadily. In all, 24 new rural school buildings have been erected during the year. Most of these are frame structures, but some are built of reinforced concrete and have a very pleasing appearance.

All equipment, except textbooks and supplies, is furnished by the school boards. The department recommends the following minimum equipment for every rural school:

(1) Pupils' desks—(a) 50 single desks, or (b) 30 double desks of size 3, 4, and 5, equipped with inkwells, or (c) 10 tables and benches of sizes equivalent to Nos. 3, 4, and 5, equipped with inkwells and receptacle for books and papers. Each table should have ample capacity for five pupils.

- (2) Teacher's desk, with drawer, lock, and key.
- (3) A bookcase 10 inches by 4 by 6 feet.
- (4) Not less than 25 linear feet of blackboard, placed 30 inches from the floor.
- (5) A large filter—5 or 6 gallons capacity—and brush.
- (6) Individual drinking cups and cases to contain them.
- (7) Wash basin, stand for basin, towel rack, 2 towels, 2 pails, and brooms.
- (8) A clock.
- (9) A hand bell.
- (10) A wastebasket.

GRADED SCHOOLS.

There is a graded system of schools organized in every urban center, and practically all comprise the eight elementary grades. These schools are taught by the following classes of teachers: English graded teachers, principal teachers, and teachers of English. Whenever budgetary provision is made, the force is augmented by special teachers of music, drawing, manual training, home economics, Spanish, etc.

The English graded teachers are native Porto Ricans. They receive a license to teach in the graded systems upon the basis of an elementary certificate from the insular normal school or, with certain limitations, from any other accredited normal school, college, or university in the United States; upon a first-class teacher's license from any State or county in the United States; or upon the basis of an examination in the following subjects: English, Spanish, arithmetic, geography, history of the United States and of Porto Rico, pedagogy, nature study, elementary physiology and hygiene, and civil government of the United States and of Porto Rico. Candidates for admission to these examinations must have had at least one year's experience as teachers. Their authorization to teach in English is granted upon the basis of a special oral examination, conducted by one of the general superintendents or some other official from the central office. Generally, these teachers are in charge of all the work in grades one to six, both inclusive, as well as the Spanish of the two upper grades.

¹This includes urban rural schools.

The principal teachers receive a license to teach as such upon the presentation of a diploma from the insular normal school, or, with certain limitations, from any other accredited normal school, college, or university in the United States; upon a first-class teacher's license from any State or county in the United States; or upon the basis of an examination in the subjects required for the grade¹ license and, in addition thereto, elementary physics, Spanish literature, English literature, algebra, and geometry. Candidates for the examinations for this license must have had at least two years' experience as teachers. The principals are in charge of buildings containing eight or more separate classrooms, and while they do not teach any grade they are expected to do some teaching and to substitute for absent teachers whenever circumstances so demand it. They are responsible to the commissioner of education, or his representatives, for the organization, discipline, and distribution of work in their schools, and to the school boards for the care of the buildings and other school property. Due to lack of funds, the number of principal teachers contracted as such is very limited, seldom exceeding 10 for the entire island. The duties belonging to them are performed by acting principals, who are contracted as grade teachers and who devote to the duties of the position the time not taken up by their grade teaching. Provision was made for 100 of these officers for the past year. They received an additional compensation of \$5 a month. Acting principals may be placed in charge of buildings containing four separate classrooms.

The teachers of English are nearly all Americans, generally graduates of colleges or normal schools in the United States. In the early years of the American occupation they were, as the name of the class implies, teachers of English assigned to the various graded school systems, giving instruction from room to room in the English language. By this plan the pupils received an hour or two of special instruction in English each day, but since all the other subjects of the curriculum were taught in Spanish unsatisfactory progress was made in English. In view of this, the plan was abandoned and the teachers of English are now placed in charge of one or more of the upper grades and give instruction in all the subjects of the curriculum except Spanish. The law requires that at least one teacher of English be assigned to each municipality maintaining a graded system, which, under present conditions, means the 74 organized municipalities. The total number of teachers of this class provided by the budget for last year was 110, the large municipalities receiving allotments varying from 2 to 12.

The salaries of the English graded teachers are fixed by law at \$65, \$70, and \$75 per school month. All English graded teachers, with the exception of those who graduate from the insular normal school, begin at the \$65 salary, and after having taught for three years pass to the \$70 salary, and after five years to the \$75 salary. Graduates of the normal school are placed in the \$70 class immediately upon beginning work. The principal teachers are divided into three salary classes on the same basis as the English graded teachers, as follows: \$80, \$85, and \$90 per school month. Teachers of English are paid salaries ranging from \$80 to \$90 per school month, according to their qualifications. Due to financial embarrassment and budgetary provisions, all English graded teachers received last year a monthly salary of \$65, the principals \$75, and the teachers of English \$75. All English graded and principal teachers are appointed by the school boards, subject to the approval of the commissioner of education. The teachers of English, as well as all the special teachers, are appointed directly by the commissioner of education. The salary of all these classes of teachers is paid by the department of education from an insular appropriation.

Approximately 21 per cent of the total population of the island live within urban limits, and among these there is a school population of about 88,000. The total number of pupils enrolled in the graded schools at any time during the year was 65,428, or 74 per cent of the population of school age, and the average number belonging was 55,378, or 63 per cent. These figures also show a decrease due to an order from the central office limiting the enrollment of all classrooms to a maximum of 50 and advising all teachers with double enrollment not to take more than 40 pupils per session unless it should be necessary to do so to accommodate pupils who had been in school the previous year. The graded schools were taught by an average of 1,070 teachers, which means an average enrollment of 56 pupils per teacher. The average daily attendance was 52,417, or 94.2 per cent, which gives an average of about 54 pupils receiving instruction daily from each teacher. About 52 per cent of the pupils were boys and 48 per cent girls.

The following table gives in outline the course of study of the graded schools:

Outline of the course of study of graded schools.

	8	7	6	5	4	3	2 de.	1 de.
English	Manley & Bailey No. 2 S. B. C. Fifth Reader; 60 minutes.	Manley & Bailey No. 2 S. B. C. Primary History as reader; 60 minutes.	Manley & Bailey I, S. B. C. Third Reader; 60 minutes.	Flounders S. B. C. Second; 80 minutes.	Reinold 2, S. B. C. First; 80 minutes.	Reinold 1, Aldine 1; 30 minutes.	Aldine Primer, 30 minutes.	Aldine Primer, 30 minutes.
Spanish	Gram. Hernandez: Antología, Lecturas, Hispanas, Enigmas de la Naturaleza; 60 minutes.	Gram. Hernandez: Conn. de Moral, Antología; 60 minutes.	Primeros Pasos. Lib. Tercero o, Frahm, 60 minutes.	Primeros Pasos. Lib. Tercero S. B. C. Amigos del Hombre; 80 minutes.	Lib. Seg. S. B. C. auxiliares del Hombre; 80 minutes.	Lib. Pri. S. B. C. Lib. Seg. Heath; 30 minutes.	Aldine Primer and Nuevas Cartillas; 30 minutes.	Aldine Primer and Nuevas Cartillas; 30 minutes.
Arithmetic.....	Smith Advanced; 50 minutes.	South & Stone 2; 50 minutes.	South & Stone 2; 50 minutes.	Milnes Metric; 40 minutes.	Milnes Metric; 40 minutes; Mental Arithmetic; 20 minutes.	Work and Play, Milnes; 30 minutes.	Busy Builders, Milnes; 30 minutes.	Busy Builders, Milnes; 30 minutes.
History.....	Leading Facts; 50 minutes.	Dodge's Elementary; 40 minutes.	Dodge's Elementary; 50 minutes.	Conn's First Book of Physiology; 25 minutes.	Conn's First Book of Physiology (Spanish); 25 minutes; writing, 25 minutes.	Nature study, Spanish; 20 minutes.	Nature study, Spanish; 16 minutes.	Nature study, Spanish; 16 minutes.
Geography.....	Civics (3); writing (2); 20 minutes.	Handbook of Porto Rico (2); writing (3); 20 minutes.	Handbook of Porto Rico (2); writing (3); 20 minutes.	Writing, 25 minutes.	General class; 15 minutes; writing, 15 minutes.	Writing, 15 minutes.	Writing, 15 minutes.	Writing, 15 minutes.
Music and drawing.	Music (2); drawing (3); 25 minutes.	Music (2); drawing (3); 25 minutes.	Music (2); drawing (3); 30 minutes.	Music, 20 minutes; drawing, 25 minutes; 45 minutes.	Music, 20 minutes; drawing, 30 minutes; 50 minutes.	Music, 15 minutes; drawing, 20 minutes; 40 minutes.	Music, 15 minutes; drawing, 15 minutes; 30 minutes.	Music, 15 minutes; drawing, 15 minutes; 30 minutes.
Manual training, home economics, and agriculture.	Cooking (3); manual training (3); sewing (2); agriculture (2); 50 minutes.	Cooking (3); manual training (3); sewing (2); agriculture (2); 50 minutes.	Cooking (3); manual training (3); sewing (2); agriculture (2); 50 minutes.	A. m., 5 minutes; p. m., 5 minutes.	A. m., 5 minutes; p. m., 5 minutes.	A. m., 5 minutes; p. m., 5 minutes.	10 minutes.....	10 minutes.....
Physical exercises.	A. m., 5 minutes; p. m., 5 minutes; 35 minutes.....	A. m., 5 minutes; p. m., 5 minutes; 35 minutes.....	A. m., 5 minutes; p. m., 5 minutes.	35 minutes.....	35 minutes.....	35 minutes.....	20 minutes.....	20 minutes.....
Recess and opening.	360 minutes.....	360 minutes.....	360 minutes.....	360 minutes.....	360 minutes.....	360 minutes.....	180 minutes.....	180 minutes.....

Note 1.—Where vocational work is not offered in any grade above the fifth, the vacant period may be used as the supervising principal deems advisable.

Note 2.—If no satisfactory arrangement is made to offer agriculture in the graded system, manual training should be given 5 days a week.

Note 3.—Although given separate time allotments, nature study and drawing may often be combined into one class of 30 minutes, as per outlined course.

Note 4.—The figures in each square show the number of minutes devoted daily to the subject. The figures in parenthesis show the number of days per week that the subjects are given.

The graded schools were housed in 301 separate buildings, containing 1,199 rooms. Of the 301 urban buildings, 129 belong to the school boards and were constructed especially for school purposes. The majority of these buildings are made of reinforced concrete and are comfortable, substantial structures of a type of architecture adapted to tropical climates. They contain from 1 to 22 separate classrooms. The larger buildings are unsatisfactory. They make it necessary to group in them children of all grades both elementary and secondary and they seldom or never have adequate space for playground facilities in keeping with the needs of such a diversified enrollment. The 12-room building should be the maximum; the 8-room building seems to be the ideal. During the past year nine new buildings were erected for the graded schools. All these schools are equipped with modern and sanitary furniture as good as the best.

The average number of urban schools functioning each term of the year was 1,333. Of the 1,070 teachers at work in the urban system, 311 had double enrollment and 48 were engaged in special work and were not in charge of rooms. The force was composed of 347 male teachers and 723 female. Practically all the pupils enrolled in the first and second grades were on double enrollment. Of the 65,428 enrolled at any time during the year in the urban system, 27.3 per cent were found in the first grade, 20.7 per cent in the second, 15.5 per cent in the third, 11.9 per cent in the fourth, 8.9 per cent in the fifth, 6.5 per cent in the sixth, 5.1 per cent in the seventh, and 4.1 per cent in the eighth. Of the total enrollment, 53 per cent of the pupils were on full time and the remaining 47 per cent on half time. The average age of all the pupils was 10.9.

CONTINUATION SCHOOLS.

The continuation schools are maintained in the larger urban centers where no complete high schools have been established. They offer a course in secondary instruction extending generally over two years and based chiefly upon manual training for the boys and home economics for the girls. In addition to these vocational branches, instruction is given in the following academic subjects: English, Spanish, algebra, plane geometry, commercial and industrial geography, general history, bookkeeping, and commercial arithmetic. Due to limited personnel the last two subjects are given only where conditions permit. The following table shows in outline the course of study of the continuation schools:

Outline of the course of study of the continuation schools.

Subject.	Ninth grade.	Tenth grade.	Recitations per week.	Minutes daily.
English ¹	Emerson's Composition and Rhetoric, Ivanhoe, Sketch Book, Julius Caesar.	Emerson's Composition and Rhetoric, Desereted Village, Gray's Elegy, Franklin's Autobiography, Ancient Mariner.	5	50
Spanish ¹	Gram. Real Academia Mari- ana, Lecturas Escogidas, Lecturas Hispanas.	Gram. Real Academia, Novelas Cortas, Ayúdate, ¿Quién es ella?	5	50
Bookkeeping.....	Moore-Miner Bookkeeping and Business Practice.	Moore-Miner Bookkeeping and Business Practice.	5	50
Commercial arithmetic ²	Moore's Commercial Arithmetic.	Moore's Commercial Arithmetic.	.....	.....
Manual training ³	Woodwork for boys.....	Advanced woodwork for boys.	5	50
Home economics ⁴	Cooking and sewing for girls.	Advanced cooking and sewing for girls.	5	50
Algebra ⁴	Hawkes-Luby-Toutons or Wells' Essentials.	.....	5	50
Industrial and commercial geography.	Keller & Bishop's Industrial and Commercial Geography.	.....	5	50
Plane geometry.....	.....	Wentworth's Plane Geometry.	.....	.....
General history.....	.....	Myers' General History.....	5	50

¹ One classic read in class each semester.

² Bookkeeping and commercial arithmetic are elective with algebra and plane geometry.

³ No textbook.

⁴ As far as quadratics.

The continuation-school teachers are selected principally upon their ability to give instruction in either manual training or home economics, but preference is given to those who have had sufficient preparation to enable them to teach the academic subjects offered in the continuation schools, except Spanish. In the majority of the towns, however, the continuation-school teachers teach their vocational specialty to the seventh and eighth grades, the regular grade teachers relieving them from the duty of teaching an equal number of academic classes in the continuation grades. Ordinarily, two continuation teachers are assigned to each system maintaining a continuation school, one of them competent to take charge of the manual-training work and the other of the home economics. These teachers are appointed directly by the commissioner of education and receive a monthly salary of \$80. The equipment furnished for manual training and home economics usually provides accommodation for from 12 to 24 boys or girls.

During the past year continuation schools were maintained in 30 urban centers. These schools were in charge of 51 teachers, one of whom was paid by a school board. The total number of pupils enrolled in these schools during the year was 1,287—294 in the tenth and 993 in the ninth. There were 636 boys and 651 girls. The average number of pupils belonging was 1,058 and the average daily attendance 990.

There is a demand for secondary instruction which the department of education is beginning to be unable to meet. The steady increase in school facilities created a year ago, when the record enrollment of 207,010 pupils in the public-school system was established. We have actually less teachers than we had last year. The large number of pupils enrolled in the lower grades are moving up into the upper grades and seeking admission into the secondary schools. Last year a good many applicants had to be refused admission in the continuation schools for lack of accommodation. The problem will become more acute every day, and before long the department will face the necessity of curtailing the number of secondary schools. It is very doubtful whether the insular government can make provision without limitation for the pupils now enrolled in the elementary schools who wish to continue their education. It seems at this time that the financial burden for the support of secondary education will have to be borne partly by the municipalities and partly by the parents who enroll their children in those schools. The insular government in all probability will not be able to continue to increase the primary schools and also take care of and pay all the expenses of pupils wishing a secondary education. Next year the pupils will be required to pay for their books and supplies. Before long it will be necessary, perhaps, to require the municipalities to provide all the general equipment and pay part of the salaries. This may necessitate, in some cases, the charging of a small tuition fee. At any rate, it seems impossible that the insular government can continue very long to meet the educational demand at the two ends; that is, the demand for an extension of elementary schools and of secondary schools and to pay, at the same time, all the expenses incurred.

HIGH SCHOOLS.

In addition to the continuation schools, complete high schools are established at San Juan, Ponce, Mayaguez, Arecibo, Humacao, and Fajardo. These schools offer four-year courses of instruction in English, Spanish, Latin, science, mathematics, home economics, and manual training. Two-year courses are offered in history and French. Commercial subjects are also taught, the following subjects being given: Commercial law, one-half year; commercial arithmetic, one year; commercial correspondence in both English and Spanish, one year each; bookkeeping, two and one-half years; shorthand, three years; and typewriting, four years. Two years of work is required in either home economics or manual training of all students, except those electing commercial subjects.

The basis of admission to these high schools is the common-school diploma received by all students that satisfactorily complete the work of the eighth grade, but admission may also be obtained by examination or by certificate from schools of acknowledged standing. The work done compares favorably with that of the secondary schools of the United States, and students graduated from these high schools find ready entrance to the leading colleges and universities of the United States. Graduation in the past has been based upon the presentation of 32 points, a point being a semester's work in a subject with 5 recitations a week, but the introduction of industrial subjects for full credit having made the acquisition of the number of required points much more easy than hitherto, the number of points required for graduation in 1916 will be 34 and the number of points required for graduation in 1917 and subsequent years will be 36. To secure a diploma in the general course in 1917 and subsequent years the following points are required in each subject: English, 8; Spanish, 6; mathematics,

(algebra and geometry), 4; home economics or manual training, 4; and history, 2. All other points are elective. To secure the diploma from the general course in 1916 the points specifically required are the same, with the exception that points in industrial subjects will not be required. To secure a diploma from the commercial course a full four-year course has been definitely outlined embracing, in addition to the commonly recognized commercial subjects, a thorough drill in both English and Spanish for the entire period. The short course leading to a commercial certificate having been abolished, no more commercial certificates will be issued.

The number enrolled in the high schools included in this report was 1,673, of which number 902 were boys and 771 were girls. The average daily enrollment was 1,415 and the average daily attendance was 1,331, or 94 per cent. Of those enrolled 52.2 per cent was in the ninth grade, 27 per cent in the tenth grade, 13.3 per cent in the eleventh grade, and 7.5 per cent in the twelfth grade. If to this number enrolled in the established high schools be added that of the continuation schools, which was 993 in the ninth grade and 294 in the tenth grade, the aggregate enrollment of the secondary schools was 2,900, not including those pursuing secondary school work in the high-school department of the University of Porto Rico, which is a substantial increase in enrollment over that of preceding years.

The total number of diplomas issued by the department to graduates of these high schools in June, 1915, was 94, a decrease from the number issued the preceding year. This decrease was due to two reasons: First, a large number of fourth-year students were included in the students that withdrew from the central high school at San Juan; secondly, a considerable number of fourth-year students from the various high schools enrolled in the University of Porto Rico, as by so doing they were able to complete their secondary work in the university high school and at the same time could complete subjects in other departments of the university.

Great advance was made during the year in the erection of suitable high-school buildings. Hitherto all of these schools had been located in rented buildings or in school buildings not at all adapted for high-school work; but the opening of the school year saw the high school at Humacao occupying a modern high-school building, while at Ponce and Arecibo the high-school buildings were nearing completion. The Ponce High School was transferred to its permanent quarters in the middle of the year; the Arecibo High School because of delays in the construction of the building, was not able to move during the year, but will occupy its new building the coming school year; at Mayaguez all arrangements have been made for a new high-school building to be completed before the close of the coming school year; at San Juan alone no progress has been made and the central high school must continue to occupy a structure in no way suitable for high-school work. The expenditure for these buildings was as follows: Humacao, \$33,160; Arecibo, \$50,000; Ponce, \$125,000. The building at Ponce is not as yet finished and it will take considerably more money to complete it, so that its total cost will approximate \$150,000. The building at Mayaguez is to cost \$50,000. In addition to this expenditure for construction, the department has fully equipped these new buildings with the necessary furniture and laboratory apparatus, so that from a material standpoint the secondary schools are in exceptionally good condition.

The curtailment of the teaching force, however, coupled with the fact that the teaching corps was largely new and inexperienced, necessarily impaired the work of these schools. Because of the reduction of the salaries of some teachers and the inability to raise the salaries of others, many teachers did not return to Porto Rico. As a consequence, the corps of teachers in these high schools was largely new and some of them were inexperienced. The total number of teachers assigned to high schools had to be reduced from 67 to 58. This reduction of the teaching force had the following results: First, in two high schools it became necessary to refuse enrollment to many first-year students; secondly, in some of the high schools it became impossible to offer electives in the higher grades; and thirdly, in all of the high schools, particularly in first-year subjects, classes were often too large for effective teaching.

The usual high-school activities were carried on. The lack of unity of purpose necessarily resulting from the inability to hold high-school assemblies was in part remedied by the completion of the new high-school buildings, all of which satisfy this need. A much closer control was exercised over all student activities and much good was obtained from them. School orchestras were maintained in most of the high schools, and in two of them these orchestras supplied music during commencement week; literary societies were organized and carried on successfully; athletics were given attention with varying results; and school organizations rather than class organizations were given prominence. The general spirit of the high schools was excellent and the discipline was, as a whole, extremely satisfactory. The only

glaring exception to this general spirit and discipline was a strike of students in the central high school at San Juan, which was precipitated by the suspension of a high-school student for notorious misconduct. A large part of the striking students soon returned to class, but others, encouraged and incited by outside influence, persisted in remaining away from school for the remainder of the year. The students of the other high schools of the island, although urged to go on strike by telegram, by letter, and by personal appeal in some instances, refused to listen to such appeals and the normal discipline was maintained. The maintenance of discipline under such a trying condition reflects great credit both upon the teachers and students of these schools. The immediate results in the central high school were good, the reduction of the number enrolled in classes made the teaching work more effective, and the withdrawal from the school of those whose conduct had been least satisfactory made discipline an easy matter.

While the work of the secondary schools was satisfactory—as good as possible with the reduced teaching corps—the work done by the industrial classes merits special mention. In manual training interest was much bettered, largely due to the introduction of mechanical drawing as a necessary part of the course; in home economics keen interest resulted from the added emphasis placed upon the practical application of both sewing and cooking to immediate domestic needs. In both phases of this industrial work a deepened interest resulted, which in some instances became enthusiasm.

But while the housing of the high schools has reached a very satisfactory stage of completion and the general work done for the past year with a reduced teaching force was good, yet the fact remains that only a small measure of progress can be achieved without an increased teaching force and better salaries for the faithful teachers in secondary schools. The number of teachers assigned to these schools for the coming year makes it absolutely imperative to restrict the enrollment as follows: First, fourth-year students; secondly, third-year students; thirdly, second-year students; and lastly, first-year students. This restriction of enrollment necessarily bars the way to higher learning for many worthy students of the common schools, but it is the only means of securing teaching efficiency. A higher schedule of salaries is the only way to secure that permanency of tenure needed for the most effective work, and an increase of the number of teachers for secondary schools becomes imperative if these schools are to fulfill their mission properly.

General outline of the course of study for the high schools of Porto Rico.

Subject.	First year.	Second year.	Third year.	Fourth year.
English.....	Composition, rhetoric, classics.	Composition, rhetoric, classics.	Composition, English literature, classics.	Composition, American literature, classics.
Spanish.....	.....do.....	.....do.....	Composition, Spanish literature, classics.	Composition, Spanish literature, classics.
Mathematics.....	Algebra, commercial arithmetic.	Geometry.....	Solid geometry, advanced algebra.	Trigonometry, higher algebra.
Science.....	Industrial and commercial geography.	Biology.....	Physics.....	Chemistry.
History.....	.....	General history .....	.....	American and Puerto Rican history.
Foreign language...	Beginning latin...	Cæsar and composition.	Ciceron and composition, French.	Vergil and prosody, French.
Commercial subjects.	Typewriting.....	Book keeping, shorthand and typewriting.	Book keeping, shorthand and typewriting, commercial correspondence.	Advanced bookkeeping, shorthand and typewriting, commercial law.
Industrial subjects.	Home economics, manual training.	Home economics, manual training.	Home economics, manual training.	Home economics, manual training.

GENERAL REGULATIONS.

(1) A unit is a year's work, five recitations weekly. A point is a semester's work, five recitations weekly for one-half of a year; two points equal one unit.

(2) Subjects are to be designated by the year and the semester in which the subject occurs in the outlined course, e. g., Spanish 2¹ means Spanish of the first semester of the second year; Spanish 2² means Spanish of the second semester of the second year. Credits for high-school students will be so recorded.

(3) For graduation from the scientific or general course all students must present in 1917 and subsequent years at least 36 points, and for graduation in 1916 34 points will be required. The following prescribed points will be required for 1917 and subsequent years: In English, 8; in Spanish, 6; in science, 4; in mathematics (algebra and geometry), 4; in history, 2; and in either home economics or manual training, 4. For 1916 the requirements are the same as those given above only that industrial credits are not required, although they may be offered.

(4) For graduation from the commercial course in 1917 and subsequent years 36 points will be required, as follows: In English, 8; in Spanish, 8; in bookkeeping, 5; in shorthand, 6; in commercial arithmetic, 2; in commercial geography, 2; in typewriting, 4; in commercial law, 1. Two points in typewriting will be credited after the successful completion of the first year and two points will be credited after the successful completion of the advanced shorthand and typewriting of the fourth year. The last two points shall be entered upon the records as Typewriting 4¹ and Typewriting 4². It is advised that the English and Spanish of the third year be courses in business English and business Spanish if the number of students wishing to take this work is sufficient to justify it and teachers are available to teach either or both. In the event that this be done students of the commercial course will be enrolled in Spanish 3 and English 3 during their fourth year. Detailed outlines for the teaching of these alternative courses are included in the outline of the course of study.

(5) At least six points each year must be chosen from the subjects outlined for the year in which the student is enrolled. The other points may be chosen subject to the approval of the principal, but it is advised that students do not be permitted to elect subjects more than one year removed from that year in which the student is enrolled.

(6) Students are expected to carry at least four academic subjects, and first-year students will not be permitted to carry more than this number. Students of the second and third years may carry more than four academic subjects only when they have shown exceptional ability in the work of the preceding term. All first and second year students, except students in the commercial course, are required to take either home economics or manual training. Fourth-year students are in the main to be governed by the same rules as to standard of work and subjects to be carried as have been prescribed for the other years. Principals should reduce the number of subjects carried by any students whose health or scholarship is endangered.

(7) In every instance when a student has been conditioned in a subject that subject should be assigned for completion the ensuing term. The department is opposed to students dropping subjects uncompleted.

(8) Beginning with the school year 1916-17 and subsequent years, students will be classified as follows: Not less than 8 points second year, not less than 16 points third year, not less than 26 points fourth year. For the school year 1915-16, the classification will be the same, except that it will require but 24 points to obtain fourth-year classification. No student, however, shall be enrolled in the fourth year whose deficiency in required points would make his graduation impossible.

(9) Half-unit or point credits in unit or two-point subjects will count for classification but not for graduation. For instance, geometry 2¹ will not count for graduation unless the student receive credit also in geometry 2². A semester credit in a subject which requires a full year for its completion has no value toward graduation.

(10) Report cards will be issued by the teachers every nine weeks. Each student upon graduation will be given a transcript of his high-school record.

(11) Admission to high school is based upon the common-school diploma. Students will be accepted by transfer from other schools of the island or from schools of good standing elsewhere upon the presentation of a certificate showing that they have completed at least the equivalent of the eighth grade. Students may also be admitted to the high school as special students with the approval of the supervising principal. An entrance examination will be given to such students as the supervising principal may approve the week preceding the opening of the school year.

(12) Students who expect to attend college or university should consult with the high-school principal early in their courses, so that they may complete the subjects required for entrance.

(13) Small classes should be discouraged and it is contrary to the regulations of the department to conduct a class in an elective subject in which the enrollment is less than 10. Excessive enrollment should also be discouraged and when the number becomes too great for proper teaching the enrollment should be closed; 25 should be the maximum in a laboratory subject and 35 in all other classes.

NIGHT SCHOOLS.

Night schools are of inestimable value in reducing the per cent of illiteracy among the adults who have not enjoyed the opportunities of a day-school education, and they are particularly valuable to the voters.

The budget for 1914-15 carried with it a provision that as scholarships granted for the training of young men and young women from Porto Rico in the schools of the United States become vacant no new appointments thereto should be made, but the surplus funds resulting from such vacancies should be devoted to the maintenance of night schools. With these funds 196 night schools were opened for 18 weeks, or 85 days, exclusive of holidays; 129 of these were opened in the urban centers and 68 in the rural districts. A total of 7,965 different pupils were enrolled with an average nightly attendance of 3,852—2,619 in the urban and 1,233 in the rural. This shows a considerable decrease over the preceding year, when 565 night schools functioned during five months with a total enrollment of 24,244, an average nightly enrollment of 16,152 and an average nightly attendance of 13,358. The corresponding decrease from 527 night-school teachers to 196 accounts for these differences.

The instruction in these schools covered the following subjects: Reading, writing, arithmetic, language, history, geography, physiology, hygiene, and civics, all of which were given, using Spanish as a medium of instruction, and special classes in the English language. They were open two hours each night, five days a week, for four months and a half and were taught as a rule by day-school teachers, who received an additional compensation of \$10 a month for the work.

It is a source of regret that the necessity for economy has not permitted the allotment of any money in the budget for the school year 1915-16 for the purpose of opening night schools.

AGRICULTURE.

Without doubt, this subject comes closer to the actual needs of the masses than any other in the school curriculum. Porto Rico is an agricultural island and the teaching of agriculture in the schools seems to be an economic and sociological necessity if the masses are to live rather than exist.

The great majority of the laborers in Porto Rico are employed in the cultivation of sugar cane, coffee, tobacco, and fruits. The 1910 census gives the following figures:

Farm laborers:

Sugar.....	75,814
Coffee.....	29,307
Tobacco.....	5,346
Fruit.....	3,668

There are also 4,721 sugar farmers, 2,314 coffee farmers, 180 tobacco farmers, 684 fruit farmers, 62,667 general farm laborers, and 16,176 general farmers, many of whom work, for part of their time at least, in one or more of these industries. The importance of these industries, is, therefore, very clearly defined.

The average daily wages of laborers in these four industries in 1914, according to the report of the Bureau of Labor, was as follows: Sugar cane, 54 cents; coffee, 35 cents; tobacco, 50 cents; fruits, 60 cents. The report further states that these are the average wages for days actually worked. The extent of unemployment in these agricultural industries is tremendous during the dull seasons. With the exception of the workmen engaged in fruit cultivation, the average annual earnings are from a third to a half less than they would be if such workmen received steady employment.

Families are large as a rule in Porto Rico and the problem of the unemployed is stupendous. Due to the nature of the work in these great industries and the inefficiency of labor, it is claimed that higher wages can not be paid at the present time. The limited number of small industries and other vocations where a living wage can be paid offer little hope to the masses of getting out of the rut of continually being in debt and of being able to save a few dollars for the purpose of buying a piece of land to cultivate for profit. The standards of living are gradually rising, but the struggle to keep pace with these standards on such wages is a burden. These people need help. No doubt education is the greatest need. Every person should be given the opportunity to acquire the rudiments of an education in order that he may think for himself, and it is generally conceded that practical education should go hand in hand with the "three R's" in order that the dignity of labor shall not be lost sight of and that the thinker may work and the worker think and both be gentlemen in the best sense.

The beginning of the school year 1913-14 saw agriculture made an obligatory subject for all boys enrolled in grades 6, 7, and 8 of the urban schools and for all boys in

the rural schools who were physically able. Ten thousand dollars was spent in buying over 1,000 sets of tools, each set composed of 16 hoes, 8 rakes, 6 hoe forks, 2 spades, 3 spading forks, 1 pick mattock, and 1 garden plow. These were distributed to the schools. Forty-one special teachers of agriculture were provided for by the legislature in the budget and these teachers were carefully chosen and trained during the summer under the direction of the general supervisor. These special teachers worked indefatigably, both in the urban centers and in the barrios. They had much to discourage them—a corps of teachers untrained in agriculture, lack of suitable ground belonging to the school, the distrust and at times open hostility of the patrons, and many other obstacles. The year closed with satisfactory results, however, considering the magnitude of the problem. A good start at least had been made.

The school year 1914-15 opened with the 41 special teachers of agriculture eliminated from the budget. This meant the elimination of agriculture as a required subject in the urban schools, except in those centers where a teacher of the graded corps took a special interest in the work and desired to do something after school hours. In 20 towns work in agriculture has been carried on spasmodically, and reports state that 807 pupils have been given some instruction. The average amount of land under cultivation in these 20 towns was seven-tenths of an acre, and the total value of produce raised was \$4.55. Reports state that 267 pupils in these 20 towns had home gardens. Some of these were good and others poor.

Agriculture in the rural schools is dependent as to success or failure on several factors: (1) Sufficient fertile land, well fenced and protected; (2) a trained, enthusiastic teacher; (3) supervision and direction. The first two are almost indispensable for success.

Of the 1,193 rural schools open last year only 320 were owned by the school boards, and some of these had very little land belonging to the school. The other rural schools were rented and land had to be rented or secured in other ways. The problem of fencing was serious. The owner did not wish to do it and the school boards could not see their way clear to spend money on rented property. In consequence, the pupils were obliged to construct temporary fences and very often the work of weeks would be destroyed overnight by animals or thieves, which, to say the least, is discouraging.

The large majority of the rural teachers have had very little training in agriculture, many of them being young girls with only an eighth-grade education. They are nearly all burdened with an enrollment of 60 or more pupils (on half time) distributed in several grades. They are willing and oftentimes enthusiastic, but they need help, training, and direction.

To meet this problem there should be a special agricultural teacher for each of the 74 municipalities, and they should be continued in the budget for a number of years until the problem is well on its feet and the rural teachers are able to do intelligent, consistent work without close supervision.

In spite of these obstacles, the reports state that agriculture was taught in 1,128 rural schools and that there was an average of 7.6 acres per municipality under cultivation, and that many of the pupils had home gardens of their own, one of the ultimate goals we are working toward.

The development of the home gardens, the daily object lessons of better produce, and the enthusiasm of the boys are gradually having an influence on the farmers, who are beginning to scoff less at school agriculture and to look to the school for assistance in the solution of their local problems. One supervising principal reports that the lesson on planting has deeply impressed the neighbors and that they have discontinued the practice of scatter sowing. One reports that the lesson on seed selection has been taken seriously by the farmers. Another striking instance of awakened interest in school agriculture is found in the following quoted extract from one supervising principal's report:

"Although agriculture has been optional with the girls, nearly all of them elected to take it and have worked out in the garden side by side with the boys with equally good results. The school board provided irrigation for the town garden, which has been an invaluable aid to the work in view of the fact that the district has suffered from a severe and protracted drought. In addition to truck growing, we have given considerable attention to experiments with forage crops, and the farmers of the community having lost thousands of dollars by the starvation of cattle are now turning to us for assistance in solving the greatest agricultural problem that confronts them. A day seldom passes when at least one does not come to ask advice in regard to forage plants, and their interest has reached the point where they are ready to cooperate with us in a practical way."

"They have offered to provide 10 acres of land near the school for experiments in growing fodders of various kinds, and plans are now under way for the opening of a school experiment station to meet the needs of this locality. In the coming week

we intend to plant about 20 different varieties of forage crops, including several legumes, sorghums, and grasses. We have this year demonstrated that hay can be made here successfully, and shall attempt on a fairly large scale to show that it can be made to keep the cattle through the dry period, when no pasture can be found for them. In this way we hope to make the school a more vital factor in the activities of the community and to quicken the interest of the people in educational matters, and get their sympathy with the introduction of progressive ideas into the school system."

Individual plots with a demonstration plot in common have prevailed in general and the following have been grown with success: Radishes, turnips, lettuce, cabbage, endive, carrots, okra, eggplants, yuca, potatoes, gandules, celery, yautia, peanuts, llerenes, corn, beans, peas, cowpeas, tomatoes, peppers, onions, garlic, sweet potatoes, beets, pineapples, etc. In a number of cases the produce has been sold and the proceeds used to buy seeds, tools, and other necessities for a further development of the work.

On the whole, there are many hopeful signs for this line of work in the school curriculum.

MANUAL TRAINING.

Industrial education in Porto Rico has, besides the usual requirements for the training of the hand coupled to that of the mind, two great missions to fulfill, namely, the bringing about of better home conditions and the transformation of the viewpoint of the people on manual labor. They are both vitally important to the development of the island and to the advancement and prosperity of its people.

In order to meet these special conditions, the course of study in industrial arts was first made uniform, because the conditions to be met are pretty much the same in all parts of the island. The students can, therefore, without difficulty change from one locality to another, receive due credit for work already done, and go right on with the work without any loss of time.

Although the instruction does not aim to produce skilled craftsmen, it does aim to teach pupils to work in a skillful manner. Painstaking effort and accurate construction are demanded of every student on every piece of work done in the shop, whether it be an exercise, a classroom project, or an individual project assigned to extra hours. To many the instruction received will become simply a valuable part of their general equipment, to others it will be prevocational, and as such the students should be able to use it as a basis upon which to build when entering on an apprenticeship.

The first year's projects are therefore mainly what may be termed "small work," that is, projects requiring only a small amount of material, so as to make the cost of "spoiling pieces" as low as possible. When some degree of skill has been reached through this work the student is allowed to make articles of furniture and equipment for the home and school. Due attention is at all times given to the design and working drawing of the project, so as to cultivate correct taste, artistic appreciation, and a love for good, honest workmanship. After the boys have received two or three years of training, they take up constructive work on a small scale, such as building sheds for agricultural tools, hencoops, smaller houses, concrete walks, stairs, culverts, etc.

Under the heading of small work, and with this course as a basis, we have made during the school year just closed such things as rulers, bread boards, T squares, drawing boards, pointers, stationery boxes, pen trays, etc. Of useful articles for the home, we have made tables, boxes, stools, tabourets, bookracks, screens, lounging chairs, beehives, etc. Moreover, a considerable amount of work for the shop and school has been done, such as workbenches, cabinets, and lockers, sawhorses, tool racks, blackboards, athletic apparatus, drinking-cup stands, book cases, picture frames, and general repair work around the school buildings. Of constructive work, concrete stairs and walks, fences, etc., have been made in several localities of the island, and in Rio Piedras the older boys in the Hawthorne School have built a new shop, which is a credit to both teacher and boys.

For next year our efforts will be to adjust the work better and better to actual needs, to encourage home work, to get in closer touch with the people, and to gain their interest and sympathy.

Manual training is popular with the boys. A few excerpts from the reports submitted by the supervising principals will show how the work is being received and the practicability of the courses.

(1) "Besides the regular course outlined, the boys made domestic science tables, shop benches, cabinets for drawing classes, T squares, cabinets for finished and unfinished work, sand tables, a shop balcony 24 by 9 feet to relieve congestion in the shop, and put up shelves and blackboards. Not only has the work improved this year

but the interest as well, for with a shop that is a shop there is a shedding of coats and collars and an application to work that is a delight to behold."

(2) "The shop was found to be in a miserable condition and now it has been changed to one of the best in the island. The boys have learned to turn out fine pieces of furniture and fancy work, and most of these have been put in use in our schools, thus saving money to the school board. In addition to the joints and pieces as required in the course of study, the following are some of the products made by our boys: 4 dozen aisle boards for drawing, 6 sand tables for use in the primary grades, 12 drawing boards for the tenth grade, 12 cabinets with five divisions each for the use of the manual training classes, 25 banner poles for the school parade on Mothers' Day, 6 bookcases for the rural schools, 1 tool cabinet, 1 nail box, 1 long carpenter bench with three vises, 6 teachers' tables, 1 partition in the manual-training shop, 1 shower bathroom, 2 file cases, 2 exhibition boards, and 1 medicine chest."

(3) "No other line of special work has aroused such interest in this town as manual training. The boys mounted the playground apparatus in the school grounds, thus getting practical instruction in concrete work. No money was spent for lumber this year, and the total shop expenses, amounting to only \$13.55 for the school year, was paid by the school board. As everything was made at the shop, the school board did not have to employ either carpenters or masons for work on the school buildings in the urban zone or immediate surroundings. Several young men in town have applied many times for the establishment of an industrial night school."

(4) "The shop is about a yard from the ground, and the first job done by the classes was the construction of two flights of stairs. After this all the classes worked on the blue-print projects sent out by the department, which were more interesting and practical than any sent out before, and while containing the same elements, were more desirable than the old and uninteresting exercises in joints. The bookrack was a special favorite with the boys, and many of them who might otherwise have little interest in books will start a small library if for no other reason than to see the rack filled. The home economics class needed a new worktable for 12 girls, and the job was given to the boys, who did it very well. In the Easter vacation the supervising principal, the teacher, and four boys painted the shop, giving it two coats. The quality of this work was favorably commented upon by the supervisor, and the school board paid the boys 50 cents per day. When we decided to make a basket-ball field behind the graded school, the boys made the goals. Among other articles made were joints, tree guards, pen trays, miter boxes, bread boards, rulers, blotter pads, tool racks, picture frames, T squares, keyboards, stationery boxes, work shelves, coat hangers, drawing boards, paper weights, bookracks, stain cabinet, blackboards, book ends, toothbrush holders, jumping standards, flower boxes, serving trays, and hatracks. The work was very carefully done and all articles well made. The boys are more interested in manual training than in any other subject in the course of study. Taking everything into consideration, the cost of maintenance was low. Of the total cost, \$156.22, \$32 was paid for rapid-acting vises and \$56.71 for new tools and parts of tools. The remainder, \$67.51, spent for lumber, oil, stains, cotton waste, etc., was not all spent for manual training. I value the home economics table at \$15, the cement steps at \$10, the basket-ball goals at \$8, and the tool rack at \$5; in all, a total of \$38, which the school board would have had to pay outside had the boys not done the work. That leaves the very small remainder of \$29.51 as the actual cost of supplies for the school year 1914-15, not counting the expense of rapid-acting vises and other tools."

(5) "Manual training has proved successful, and there is a unanimous demand that it be continued in this town. There has been an average of 37 boys enrolled in the classes this past year, receiving three and three-quarters hours instruction per week, but the boys for the most part did considerable work also outside of school hours and Saturdays. The value of the articles made for the schools of the town is \$115. The cost being only \$55, there is a direct benefit to the school board to the credit of the manual-training class. Deducting the cost of equipment, the cost of the course, \$49.98, shows an average of only \$1.35 spent for each boy. Among the articles made during the year are 25 pencil holders, 2 flower boxes, 6 pointers, 12 pencil sharpeners, 12 rulers, 12 tip cats and bats, slate boards, hammer handles, 12 tool racks, 12 blotter pads, 12 small shelves, 12 pencil boxes, 13 keyboards, 13 paper weights, 13 sitting boards, 13 pen trays, 13 stationery racks, 10 end lap joints, 10 flowerpot stands, tie racks, 10 waste-paper baskets, 5 small picture frames, 4 large picture frames, 3 work-benches 8 feet long, 1 step-ladder, 1 teacher's desk, 2 small desks, lumber rack, tool cabinet, 3 chairs, washstand, 1 small cabinet, 3 tables, 2 card boxes, blackboard frames, frame for hanging sign, umbrella rack, serving tray, ash tray, matchbox, 1 large shelf, and 2 stands for home-economics class. Besides this, the boys laid out and painted basket-ball and tennis courts."

One supervising principal calls attention to work valued at over \$200 done in his district on an expenditure of only \$90, and another says that the boys in the manual-training classes in his district have saved the school board over \$200 for repairs on grounds and buildings.

Another reports as follows: "The work done by the pupils in manual training this year was of remarkably good quality. A number of pieces of furniture, such as roll-top desks, tables, bureaus, etc., made by the pupils would be a credit to the best equipped home or office. There was much interest in the classes and the pupils were always eager to work in the shop after school hours and during the holidays."

During the year 3,033 boys took the manual-training work, distributed as follows: High schools, 487; continuation schools, 518; eighth grade, 1,029; seventh grade, 694; sixth grade, 305. The total amount spent outside of the high-school course was \$3,849.39, an average of \$1.51 per boy. Of this amount \$2,707.46 was spent for lumber and \$1,141.93 for other materials.

Manual training seems to have gained a substantial footing in the school system and the future is bright.

HOME ECONOMICS.

The course in home economics is given in all the secondary schools and in as many of the three upper grades of the graded system as the teaching force available permits. Five 50-minute periods are allowed each week for this study on account of its importance to the home. Three of these are devoted to cooking, including the subjects of cleanliness, sanitation, dietetics, personal hygiene, etc., and two to sewing. The sizes of classes vary from 6 and 10 in the small towns to 25 and 30 in the large towns. Some towns have as many as 350 and 485 pupils taking the work.

For the past year the work in home economics has been most successful. The actual work turned out in both cooking and sewing compares very favorably with the work of the grade schools in the States. The sentiment of the public in regard to the work has changed noticeably. The opposition met with the first year has practically disappeared, and there have been no setbacks except in the decrease of salaries, which materially lowered the standard of the American teachers coming to Porto Rico.

In sewing each girl has completed an entire set of clothing for herself, including a dress, together with garments for small children and boys. She has learned the essentials of hand and machine sewing, the fundamentals in regard to plain clothing with good lines, durability, and beauty of materials, and elementary color harmonies.

She has had practice in handling patterns, which, previous to their introduction in the sewing classes, were not in use in the small towns and only slightly in the large ones.

In cooking the course has called for plain three-meal-a-day cooking as the essential, with a few fancy dishes for the sake of interest. Baking, as a process, has been introduced into the homes. The children have been taught to make ovens in school from 5-gallon kerosene cans and to take them to their homes to use. Recipes for baking, which have been lacking previously, have been furnished, and the use of baking powder, which was formerly unknown, has been widely introduced. This will help to do away with so much "frying," which has been the usual method of cooking. The use of baking powder should have a good effect on the health of the people.

The subjects of setting and serving a table, table manners, etc., have been dwelt upon. Ventilation during the night hours as a preventive of tuberculosis and fever, which are prevalent, is studied at some length. The care of babies and small children teaches the cleanliness of person and clothing, together with the necessity of proper feeding. Laundering as a process is studied. Cleanliness, personal hygiene, and sanitation in all its branches, as they affect not only the individual, but the well-being of the community, are taught in a simple, practical manner.

Fundamentals for the home are the necessity at the present time and the course is planned to be as practical in this respect as possible.

On parents' day exhibitions of both sewing and cooking were given in many of the schools. In the month of May dinners were served by the home-economics classes to the members of the school boards in the towns where the work is offered. Most of these men had never visited a home-economics class and were pleasantly surprised to find that the girls knew how to cook and serve a Porto Rican dinner. In several cases the dinner alone served as the means of keeping the work in the school for the coming year.

The pupils are showing a pleasing tendency to extend the school work to the home. Marked improvement can be noticed in the manner of dress of students taking sewing. Patterns are much in demand for home use, many of the older women of the towns

coming to the schools to obtain them, as well as the cooking recipes. Some of the women make up a complete book of these recipes and use them themselves or teach them to their servants.

Incidents like the following have been reported to the supervisor: A party of American men, four in number, had been looking at land in one of the outlying mountain districts. A sudden storm arising, they were rain bound in a small mountain hut at the noon hour. The daughter of the house invited them to dinner, but, the cabin being so unprepossessing, the men decided to go later to a small "cafetin" at the junction of the roads down the mountain. The young lady insisted, and the men finally yielded, to find to their surprise a very nice meal, well cooked, properly served, and the daughter acting as waitress in cap and apron. When questioned as to her ability she said she had studied cooking and sewing in one of the schools, and her cap and apron were those used in the classes.

Supervising principals report that this subject has brought the home more closely in touch with the school and its work than any other study and that this has been done by means of exhibitions, dinners, and by the heart interest which this work has for the home.

Following is an extract from a report made by a supervising principal, which is typical:

"This year girls were taught the proper care and treatment of babies and invalids, as well as the preparation of proper food for them. Trays were prepared as illustrations. Each girl was given to understand that the school kitchen was her own and she the little home-keeper. More cooking was done at home this year than last and girls formed groups to cook in different homes. Work which seemed at first to girls to be a drudgery now seems a pleasure. In all 75 recipes were cooked. As far as the interest of the parents is concerned, I would say that the prejudices they had in the past for this special line of work have been largely overcome."

The Porto Rican girl, with proper teaching, will prove more efficient as a teacher of home economics than the American. She is familiar with her own people, their living conditions, the financial status of the homes, and Porto Rican cooking. She expects to live her life in Porto Rico, and it is to her advantage to take an interest in her work and to progress. The American takes six months to become acclimated. Unless she is extremely adaptable and has great insight, she does not comprehend the difference in living conditions, racial characteristics, and the finances of the home and school, which are limited. Moreover, she is transient, and her interest is temporary.

At present the work of the home-economics teacher is hampered by her being compelled to teach several continuation subjects or a grade in connection with her home-economics work. The home-economics work covers a three-year course at the present time. This means three separate lessons each day in cooking and three in sewing, with orders, patterns, theory work, etc., to prepare each night, taking at least one to two hours. Add to this three continuation subjects or a grade with four or five, and a conscientious teacher has six subjects at least to prepare each night for the following day's work, with her lesson plans, etc., to make out. This condition is not conducive to the best work which might be obtained with the students, equipment, and funds now at hand. It will be necessary in the near future to make some change in this arrangement so that the teacher of home economics may teach that subject only. A textbook covering the first two years' work in both sewing and cooking has been printed and is ready to go into the hands of the students at the opening of the new school year. The third-year work will be sent out in monthly bulletins covering the lessons for each day.

The two years' work has laid a good foundation for the new lines to be introduced next year. These will consist of extension classes to mothers of students, the establishing of model houses in the different communities, and industrial work for the students of the eighth, ninth, and tenth grades. It is felt that this will supply a great need in furnishing to women a method of earning money aside from the teaching profession, which is limited. There are no large factories, department stores, etc., and no substitutes for employing numbers of women with some education. The earning of money will teach the spending of it and increase living facilities. A big step forward will result from this move.

During the year a total of 3,151 girls were given instruction in home economics, divided as follows: High schools, 565; continuation schools, 563; eighth grade, 1,026; seventh grade, 768; sixth grade, 229. The amount spent, exclusive of high-school work, for cooking was \$2,713.45 and for sewing \$611.31, an average of \$1.29 for each girl taking the work, a slight increase per capita cost over last year.

DRAWING AND HANDWORK.

This is the second year in which there has been on the island of Porto Rico organized teaching of drawing and handwork for all the pupils in all the graded schools.

The aims of this course are four: First, to stimulate careful observation of nature in its general appearance and in detail, such observation being essential to all progress along agricultural, industrial, and biological lines. Second, to induce interest in local crafts and industries, especially in clay modeling, palm weaving, basketry, and lace-work, these being the ordinary crafts of the island. Third, to teach accuracy in the use of the ruler, pencil, and other ordinary tools, such accuracy being essential to good work in the manual-training branches taught to the boys and girls of the upper grades. Fourth, to correlate with and strengthen the work of the other studies and to improve the ideas of housing and of dress throughout the island.

The following definite results can be pointed to at the end of this second year's work: Where the ordinary eighth-grade pupil at the beginning of this training could not read his ruler to one-quarter of an inch, the fourth-grade child can now read it to one-eighth inch. Where the normal pupils preparing for work as special drawing teachers could not distinguish between nor draw intelligently ordinary trees or flowers from memory the third-grade child can now do so. The pupils in all parts of the island have been induced to discover what crafts material is most commonly used in their section and to experiment with it. They have sent to the department fibers which they themselves have extracted from different plants, some of which have not as yet been developed for industrial use. They have experimented with local clays and have made many original designs for the local lace and drawn work. The question of harmony of color has been thoroughly studied in connection with housing and dress, and the results have been most encouraging. Four exhibitions have been sent to the States within the two years since the work was started, and these exhibitions have been honored by receiving prizes.

In order to stimulate the teachers and pupils, the supervising principal was requested to notify the graded teachers that they were to send in to the central office at the end of the first term one example of every project undertaken. These were received and carefully revised. Prizes were awarded to pupils and honorable mention made to teachers. Ten prizes were given in the first three grades; eight prizes each in the next three grades; and five each in the seventh and eighth grades. The closeness with which the course of study had been followed, the originality with which its principles had been applied, and the amount of intelligent study of nature indicated by the work were all considered in making the awards. In every grade three times the number of prizes might justly have been awarded. The list of names considered was from 10 to 20 times as long as the final list and the task of choosing was extremely difficult. The intelligence, ability, and interest shown throughout the island were worthy of all praise.

At the end of the second term another contest was conducted. Each teacher sent in six drawings, the work of one pupil only. Each drawing was labeled plainly with the name of the pupil, the name of the teacher, the name of the town, and the words "From nature," "Original design," "Dictated work," "Copy," "From memory," or other explanatory phrase of two or three words. The exhibitions sent in showed a very marked improvement over the work of the first term. The best drawings were kept and made up into small exhibitions and these were distributed on request to towns where the work seemed to be lagging, as an incentive and as good standards of work to be followed. Many of the poor drawings were returned to the teachers and pupils with constructive comments. These contests have been of incalculable value and well worth the time and energy spent on them.

The department has made an attempt this year to bring to the attention of the teachers the fact that the most important part of a child's education artistically comes from the pictures he sees daily, and that pictures in the school room, however cheap, should be well chosen and that the blackboard decorations should not offend the principles of good taste. Teachers were asked to remove from the walls at once all pictures they knew to be bad artistically and to hang all small pictures on the level of the child's eye or to remove them. Through the generosity of the publishers, several catalogues were distributed to the supervising principals and teachers were requested to select any new schoolroom pictures from the list thus placed at their disposal. Suggestions were given regarding the appropriateness of pictures found in these catalogues for different grades.

The Porto Rican teacher is awake to the importance of this line of education and the results obtained during the year have been very gratifying.

MUSIC.

The work in music has progressed very satisfactorily during this the second year of its life as a required subject in the graded school curriculum. Although no special teachers were provided by the budget the room teachers carried on the work and in many cases did remarkably well. Some of the supervising principals have realized the value of music in the school curriculum and have expressed themselves that they would part with any subject rather than music.

The course has given the children an entirely new supply of songs, songs full of melody, rhythm, and happiness. One of the objects was to get the island in a happy singing mood and this could not be accomplished by harping on the same old songs that have been sung year in and year out. The Porto Ricans love music and have been wonderfully responsive.

In the second place we have been working for tone quality. The children have good voices but they knew little about how to use them. Their ideas ran to tone quantity rather than tone quality.

The teaching of many new songs and the work with tone quality have gone hand in hand, but we have made a good beginning in technical work.

Rote singing predominates in the first five grades and is gradually eliminated from the fifth to the eighth. In the first grade there is no technical work but the learning of the scale. In the second and third year interval study is emphasized, in the fourth year the time element is taken up and in the fifth a beginning is made with systematic sight reading, which is continued through the eighth grade.

Pupils look forward to the music period and the songs have been carried from the school to the homes. Music has justified its existence in the school curriculum of Porto Rico.

In addition to the purely academic work in music given in the graded schools, school bands composed of pupils enrolled in the upper grades have been maintained in 35 municipalities. At this time 1,262 pupils received instruction for an average of 10 hours a week; 11 of these bands were uniformed, the uniforms being bought either by the individual pupils or by funds raised from entertainments or public subscription. These 35 bands have 823 instruments, an average of 23 per band, and \$9,923 was paid to the instructors. The bands play at the opening and closing exercises each day, at all public-school entertainments and frequently give concerts on the public plaza. Each band is governed by a set of rules and regulations, a copy of which is herewith inserted:

RULES AND REGULATIONS FOR THE ORGANIZATION AND MANAGEMENT OF THE SCHOOL BANDS.

1. Membership in the school band shall be limited to pupils enrolled in the public schools of Porto Rico and in good standing.
2. The appointment of the band instructor and his salary shall be subject to the approval of the commissioner of education.

3. The duties of the band instructor shall be specified in the rules and regulations; provided, however, that said instructor shall be required to teach theoretical and instrumental music to a reasonable number of pupils devoting at least not less than 10 hours each week.

4. The concession to the school board of any pecuniary aid by the municipality or any other corporation or by private individuals for the maintenance of the school band shall not be construed as giving said corporations or private individuals any right to demand service from the school band or to intervene directly or indirectly in its management.

5. The school band may play at all school celebrations and at public festivals of a nonpartisan character, but under no consideration shall the school band be permitted to play at political or religious gatherings.

6. All public moneys appropriated in the school budget for the maintenance of the school band shall be used exclusively to pay the salary of the band instructor and to purchase indispensable supplies. For the purchase of supplies a sum not exceeding \$25 should be appropriated under item 14, subheading "G." of the additional budget.

7. All property acquired for the school band from public funds or by donation or in any other legal form shall be under the custody and control of the supervising principal of the district who shall receive it under inventory and assume all responsibility for its custody.

8. The property acquired by purchase or donation for the school band shall not be used for private ends and it shall be subject to all the rules and regulations governing public property.

9. The supervising principal shall be responsible for the faithful execution of all the provisions contained in the rules and regulations, and the failure to comply with any of them shall be considered sufficient cause to repeal any authorization granted for the use of public funds for the maintenance of the school band.

10. All amendments to these rules and regulations shall be subject to the approval of the commissioner of education.

WRITING.

The second year of the introduction of arm-movement writing into the schools of the island closed with satisfactory progress.

One supervising principal reports that there are whole rooms in his district where it is the exception to find a pupil not using the Zaner system. In some of the rooms the work at the end of the year was a pleasure to examine. Another supervising principal says writing has shown great improvement since the introduction of the Zaner system. In that district the four upper grades of the graded school quite generally use arm-movement writing in all written work. Another states that he is in a position to say he is well pleased with the results obtained.

One supervising principal, however, says the results are not what he expected. He complains that most of the pupils in the first and second grades who ought to know no other system than the Zaner are writing with cramped fingers and paying no attention to the arm movement and he is not prepared to state just yet that the system is adapted to small children. He suggests, however, that it may be the fault of the teachers.

In summing up the work of the year, it is safe to say that satisfactory progress has been made and the system should be continued. Emphasis should be placed on position, form, and movement from the beginning and every written lesson made a writing lesson and represent the best effort of the pupil to be accepted.

PLAYGROUNDS AND PHYSICAL TRAINING.

The table inserted below shows the increase from year to year in the number of towns providing playground facilities for children; the amount of land utilized for the purpose; the amount of money expended for purchase of sites, equipment, etc., and the number of public-school children making use of the facilities furnished:

School year.	Towns with play-grounds.	Land set aside for play-grounds.	Total money spent for play-grounds, 1908-1915.	Children using urban play-grounds daily.
<i>Acres.</i>				
1908-9.....	27	24	\$3,000	5,000
1909-10.....	45	50	8,230	15,000
1910-11.....	52	58	19,746	18,420
1911-12.....	58	59	30,737	23,902
1912-13.....	61	61	43,209	26,564
1913-14.....	65	72	54,538	29,008
1914-15.....	68	75	59,982	34,015

The following table shows the number of organized teams in the different branches of athletics:

	Baseball.	Track.	Basket ball.	Total.
Prior to 1913.....	44	18	2	64
1913-14.....	55	28	27	110
1914-15.....	73	39	58	170

The above compilation of figures is indicative of the growth of the playground movement in its different phases, in so far as figures alone can express growth. The most encouraging and significant features of the past years' work are to be found in the improved health and carriage of our pupils; the inculcation of the real purposes of organized play; the dissemination of athletic knowledge as a means to physical betterment,

and enjoyment for the backward and deficient, as well as to those who are strong and fit; the increased observance of the principles of fair play, whether winning or losing; and the gradual acceptance of the proved doctrine that the happy and efficient individual is he who believes in the trained mind plus the body beautiful and strong. Another very encouraging phase of the work may be best illustrated by citing an instance (and there were many others) at one of the largest centers, viz., a baseball game was completed in 1 hour and a half. This is a strong exemplification of the general tendency to abide by the umpire or other official decisions without wrangling. Those in the small centers are beginning to realize that athletic competition means the exercise of courtesy, self-control, and the willing acceptance of authority, as well as the joy and benefit to be derived therefrom. In other words, "sport for sport's sake," and not victory first, last, and all the time only.

This has been brought about largely through the efforts of teachers who believe that education is not to be found within four walls solely, but by the modern application of the Grecian ideal, "Beauty and strength of mind, body, and character are best attained through and by the normal avenues of expression." A child can be neither happy nor healthy if no attention is given to his natural instincts for venting in some form other than books "the life that is in him." As is well known, the lack of knowledge or training in physical education, climatic conditions, and temperament have handicapped this work in the past. The results accomplished during 1914-15 should act as a lever for the future aims and attempts along this line of effort.

The aim of school boards and supervising principals to secure more durable and more modern playground apparatus has resulted in marked improvement in both the large and small centers. The pupils have also exhibited greater interest and satisfaction in the facilities offered.

The introduction of basket ball as a sport adaptive to small areas, and to boys as well as girls, has been the most noteworthy feature in the athletic life of the island during the past year. This game now holds its rightful place as a wholesome sport for large numbers. Its growing popularity is very gratifying in that it offers opportunities for a great many who heretofore belonged to the spectator class only. There are now 53 courts (exclusive of those at the university at Rio Piedras) in use on the island.

The sixth annual track and field meet of the I. A. A. was successful both from an athletic and a financial standpoint. The representation was unusually large (20 towns) and the list of 20 events (in two classes) was run off in three and one-half hours. The marks were creditable, considering the slow track.

In connection with the meet a basket ball tournament was held in the new Ponce gymnasium in the evening. Representative grammar, high school, university, and independent teams afforded an excellent opportunity of observing the game's possibilities and value as a competitive sport.

While it is fully realized that there is no complete substitute for actual competition "man to man," our problem of costly transportation may be partly solved by the use of the Universal Athletic Scoring System. By this method large groups (intergrade, interschool, or intertown) may compete in a great variety of events (72). These events not only include the conventional track and field events to be found on a meet program, but gymnastic numbers as well. Also by this system, every contestant is given credit for his effort and not the first three only. For example, a competitor may finish eighth in any event but receive credit according to the chart, which is arranged upon a point basis, 1 to 100 for all events. This chart (Universal Athletic Scoring Chart) has been recommended for use in the schools.

The calisthenic work in the rooms throughout the system has proved generally helpful. While the limited time and the lack of a thorough understanding of its purpose have been handicaps, consistent and increased benefits have resulted from its use. The simple group games emphasized as supplementary work for both the lower and upper grades have progressed very favorably, and from present indications they should grow in popularity and more general usage in the future.

Upon the whole, the work and results of the year presage continued growth and benefit in this branch of the island's educational system.

TEACHERS' CONFERENCES.

More school conferences have been reported by the supervising principals as being held during the last year than ever before. The elimination of the special teachers of music and drawing from the graded schools and the special teacher of agriculture from the district placed the responsibility for the success of these subjects largely in the hands of the supervising principal and the individual room teachers only one year after their introduction as required subjects in the school curriculum. A teach-

ers' conference or meeting presents an opportunity for teachers to get together for mutual benefit, and the teachers generally welcomed the opportunity to get assistance, especially in music, drawing, agriculture, and the free arm system of writing.

The meetings held may be grouped under the following headings:

(1) General conferences for all the teachers of a district. The supervising principal of the district took charge of these conferences and very often as assisted by a general superintendent or special supervisor from the central office.

The 41 supervising principals of the island reported 229 general conferences, an average of 5.6 conferences per district, with an average attendance of 38.6 teachers. Programs were generally prepared three or four weeks in advance and submitted to the commissioner for approval. In cases where a special supervisor or general superintendent could be assigned to represent the commissioner at the conference he was given two or three days to visit the schools of the district, so that he was in a position to give constructive help to the teachers. He usually took an active part in the discussions and gave an address to the teachers on some pedagogical subject.

Model classes given by the stronger teachers for the benefit of the weaker formed an important part of nearly every program. Very often the conference had a morning and afternoon session, and the girls of the home economics class were given an opportunity to serve a lunch to the visiting teachers, and the boys from the manual training classes to show the visiting teachers the products of the shop. In the discussions teachers were usually at liberty to speak in either Spanish or English. Among the subjects discussed by the teachers may be mentioned the following:

Causes of waste in the schoolroom.

Methods of saving time.

Moral training in the school.

Practical methods of teaching agriculture in the rural schools.

The daily plan book.

Influence and use of school gardens.

Busy work for children.

Best methods of teaching English and Spanish in the rural and graded schools.

Practical application of manual training, home economics, and agriculture.

Adaptation of rural education to rural needs.

School hygiene and the control of disease.

School versus home.

The school as a social center.

Physical exercises and school games.

The evenings were usually devoted to social gatherings and were very valuable in promoting a unity of purpose, good fellowship, and good feeling among the teachers.

(2) Grade meetings, at which all the teachers of a given grade met to discuss the work of the grade. These meetings were generally conducted by the principal or supervising principal after school hours, and were more informal than the general conferences, but very valuable to the teachers because of their tendency to get down to the practical problems of the grade.

(3) Group meetings, at which the teachers of consecutive grades met to discuss the relations between grades. These meetings were especially valuable in promoting closer correlation and articulation.

(4) Rural meetings, at which rural teachers discussed problems pertaining to the rural school. These meetings were held usually on Saturday to accommodate the rural teachers who come to town to spend the week end. The problem of increasing the efficiency of the rural teacher to cope successfully with the perplexing problems of the average rural school in Porto Rico is well-nigh overwhelming, but these meetings have been instrumental in getting the cooperation of the teachers in a unity of purpose, and although a meeting of this kind entails the expenditure of considerable time and energy for the teachers to get together, many of them having to ride many miles over mountain trails to be present, still they are doing much for the rural teacher and the results are being reflected in increased efficiency in the rural schools.

SCHOOL CELEBRATIONS.

The celebration of school holidays has been found to be of immense value in Porto Rico in establishing relations of sympathy and understanding between the patrons of the school and the school authorities. The people generally are proud of the school system and are interested in the work of the schools, but the large majority of the parents have not been given the opportunities to secure the education that their children enjoy and in a large measure they can not appreciate the routine classroom work. The use of English as a medium of instruction also tends to discourage parental oversight of the child's progress in school. The school "fiesta" affords an opportunity

to bridge this chasm between the school and the home, and the parents generally welcome an opportunity to visit the school under these conditions. On these occasions Spanish is largely used for the benefit of the visitors. Exhibitions of work done in the classrooms are usually displayed to give the parents a clearer idea of the work that is being carried on. On many occasions these exhibitions have been the means of breaking down the prejudices of the people against vocational work.

Some of the legal holidays were observed by exercises held in the afternoon of the day previous to the holiday, at which time the importance and significance of the day was emphasized by the teachers. Columbus Day, Thanksgiving Day, Washington's Birthday, Abolition Day, and Christmas of the legal holidays received consideration varying from practical talks by the teachers to an elaborately organized celebration with a parade, a well prepared program, including speeches, songs, recitations, displays of work, and a general good time. Washington is very popular with the Porto Rican children and his birthday is celebrated on a large scale every year by some districts. Christmas, with its traditional tree, is growing in popularity, but Three Kings' Day, the 6th of January, means more to the Porto Rican child than Christmas. Columbus Day and Abolition Day receive their share of recognition.

Among other days which are not legal holidays but which have won their way into the life of the schools may be mentioned Arbor Day (the day after Thanksgiving), Lincoln's Birthday, Parents' Day, and Mothers' Day. Arbor Day is the day set apart for the planting of trees every year. This year an attempt was made to emphasize the value of making it a conservation day. Pupils were requested to grow a tree from a seed or cutting and to watch over it and care for it, until it was well rooted, at least. Fewer trees were uprooted than ever before and many trees were planted. Not a few schools took advantage of the day to clean and beautify the school property and grounds.

Parents' Day started a few years ago as a visiting day for parents. It has almost become a custom for each town to set aside one day in the year for this purpose. It usually comes near the close of the year, and this year thousands of people visited the schools on this day. In many towns the exhibitions of work were displayed for several days with gratifying results. Lincoln is not forgotten on his birthday, and although the children do not get a holiday they enjoy devoting at least part of the afternoon session to his life and deeds.

The last legislature designated the second Sunday in May to be known as Mothers' Day, and many of the schools took advantage of the opportunity on the Friday preceding to pay homage to the mothers. Many of the children brought flowers to school to distribute to the living or to strew on the graves of those who have passed away. This new "fiesta" gives promise of being very popular in the future.

SCHOOL LIBRARIES.

In 1908, when the establishment of school libraries, their extension, and improvement was definitely adopted by the department of education as one of the essential features of its program, there were only 10 school libraries in the island and municipal libraries were maintained in 17 towns. There are at present 57 graded school libraries, about 70 rural and, besides, 18 other libraries in the island.

The 57 graded school libraries, with a few exceptions, are located in well-lighted school rooms, and have 28,768 volumes, of which 12,139 have been loaned during the past school year. The maintenance of these libraries has cost \$2,653.08, most of which has been paid from school funds. On an average, they are open two hours every evening, except Sunday, and, besides, during the regular school hours when teachers and pupils may use the room for consultation and study. A competent teacher or librarian is in charge, and in this way pupils have an opportunity to read or to prepare their lessons under proper guidance. This plan is especially beneficial when we take into consideration the fact that the majority of Porto Rican homes are not well lighted.

In most towns, the library constitutes a "social center" for the community, and not only pupils but grown people visit it in the evening to read the magazines, newspapers, and books.

Some of these libraries, especially the few located in places other than the school rooms, have been "circulating" to some extent, and many people of the community have improved the opportunity to enjoy home reading. In fact, this library movement has been the means of bringing the home into closer touch with the world of the schools. This is especially true in the country where the 70 small libraries that have been in operation contain 3,738 volumes, of which 2,000 have been loaned during the year. These rural libraries circulate their books in the neighborhood. The rural teachers are in charge of them.

There still remain 12 towns that have not made any attempt as yet toward starting a library. There is, however, a strong sentiment in favor of the library movement and it is expected that a library will be established in these towns before long.

Among the other 18 libraries the following are worthy of special mention: The Insular Library, located in San Juan, with more than 20,000 volumes. The Normal School Library at Rio Piedras with more than 8,000 volumes. The Mayaguez Municipal Library, with about 3,600 volumes, one of the first libraries established in the island. The Yauco Library, the only school library housed in an adequate building, especially constructed for the purpose. This building was dedicated in February, 1913, and contains about 2,500 volumes.

THE LANGUAGE QUESTION.

Due to their Spanish traditions, geographical location, and their political relations with the United States, the people of Porto Rico have an unusual opportunity to acquire the two most important languages spoken in America, to take an active part in the interchange of ideas and products between the two American continents and to derive a share of the profit resulting from such an interchange. The growth of intercourse between the two Americas must be preceded by a growth of mutual understanding and appreciation and no one people are in a better position to help to bring this about than the people of Porto Rico. The American authorities responsible for the administration of the island have always been keenly alive to this exceptional opportunity and have spared no effort to improve it for the benefit of Porto Rico. Dr. Brumbaugh said: "We want the children to have and to use both languages (Spanish and English). The linguistic opportunity of our teachers and pupils is unusually favorable. It will be a hindrance and not a help to deprive these people of an opportunity to acquire both languages." Thus, from the earliest days of the American occupation, the purpose of the department of education has been to establish and to develop a bilingual system of education which would insure the conservation of Spanish and the acquisition of English. To carry out this policy, different plans have been tried and changes made in accordance with the dictates of experience, but it may be safely said that the department has not adhered to any other policy more firmly than it has to this—the conservation of Spanish and the acquisition of English, both to be mastered sufficiently for practical use.

The first scheme tried was the teaching of English as a special subject by special teachers. The native teachers were placed in charge of the grades and taught all the subjects of the curriculum, except English, in Spanish. English was taught by American teachers of English. By military order, later incorporated into our school laws, at least one teacher of English had to be assigned to each town or village maintaining a graded system of schools. No attempt was made to teach English in the rural schools. These teachers of English generally taught from three to six grades, one period each day. While the class was being given, the grade teacher remained in the room to profit by the instruction of the teacher of English. This plan was the only one possible at the time.

Gradually it became evident that the teaching of English as a special subject was not producing tangible results. To master a language for practical use the learner must receive constant ear and verbal drill. Our pupils were not getting enough practice because they used English only in the English class and Spanish in school during the rest of the day as well as in the playground, the street, and the home. They were not acquiring the habit of thinking in English. A language is not really mastered until the learner is able to think spontaneously in terms of its vocabulary.

With the development of secondary schools the problem became more intricate. Practically the only available textbooks for these schools were printed in English and the teaching personnel had to be selected from the American force. At the same time the department was facing a growing demand on the part of students for a preparation that would permit them to enter higher institutions of learning in the United States without hindrance. The legislature, by granting numerous scholarships to students to continue their studies in the United States, contributed to increase this demand. The only solution to the problem was to place the secondary schools on an English basis and this was done. The immediate result of this was the necessity of reorganizing the graded schools in such a way that the pupils would receive sufficient instruction in the English language to permit them to enter the secondary schools and be able to undertake their advanced studies in English with any hope of success.

Meanwhile every possible opportunity and inducement had been offered to the Porto Rican teachers to learn English and to prepare themselves to give instruction in this language. The time seemed ripe to test whether any of the work of the graded schools could be done in English by the native teachers.

During the year 1904-5 experiments were made in the San Juan, Coamo, Ponce, and Arecibo districts. In San Juan one of the graded schools was placed on an English basis in charge of Porto Rican teachers. At the close of the year the superintendent reported that "the results were little less than marvelous; the pupils learned more real English in one term than they had in their entire preceding years of school experience," and for the year 1905-6 the schools of the San Juan district were reorganized as follows: Spanish was used exclusively in the first grade and all the higher grades were in English with Spanish as a special subject. The superintendent reported that throughout the grades the percentage of promotions was considerably larger than the average of the island; that this was especially noteworthy in the upper grades.

In the Coamo district two English schools were organized, the superintendent reporting that this was done "with the enthusiastic approval of both school board and parents together with the sincerest interest on the part of the pupils to whom the privilege of membership in these schools was allowed, expressed by their earnest cooperation and their eagerness for that privilege."

In Ponce all grades above the first were put on an English basis with excellent results. The superintendent said: "I have been very fortunate in having the unconditional support of the school board and general public. The school board has passed a resolution to the effect that all new graded teachers appointed in Ponce must be able to do their work in both languages. It is not my intention to neglect or eliminate Spanish, but to give the pupils practical instruction in both languages."

In the year 1905-6 all the pupils of the first and second grades of the Ponce schools were taught in accordance with a "half and half plan"; that is, the pupils were taught half a day in Spanish by a Porto Rican teacher and half a day in English by an American teacher. The results were satisfactory, justified expectations, and demonstrated the advisability of beginning the teaching of English in the first grade.

In his annual report covering the work of the Arecibo district for the school year 1904-5, Superintendent Landron said: "Something has to be done to establish the work in the graded schools on the English basis, and this should be done as soon as the ability of the Porto Rican teachers to teach that language is such as will enable them to teach in it the different branches of the course of study. Following one plan or another our aim in the future must be to graduate from the graded schools every year a larger proportion of children with a good ability to use the English in both the written and spoken language, without neglecting the Spanish. In my opinion, at least 70 per cent of the time that the child is in school should be devoted to teach him English and the other branches in English, while 30 per cent should be devoted to the Spanish language."

In the year 1905-6 ten classes were started in English in the Arecibo district and according to reports the progress of the pupils exceeded expectations.

Reports similar to the above were received from all over the island, with the result that as fast as Porto Rican teachers were found competent to do the work in English they were allowed to give part of the instruction in this language. The special teachers of English soon became the exception rather than the rule, the American teachers doing regular grade work in English. The following table will give an idea of the progress that was made in the teaching of English by Porto Rican teachers:

Graded schools taught.	1905-6	1906-7	1907-8	1908-9	1909-10	1910-11	1911-12
Largely in English.....	74	202	288	442	607	659	759
Partly in English.....	86	187	128	64	67	31	11
English as special subject or no English.....	340	113	147	157	4	5	1
Total graded schools.....	500	502	563	663	678	695	771
Per cent largely in English.....	15	40	51	67	90	95	98.4
Per cent partly in English.....	17	37	23	10	10	5	1.6

At the present time both English and Spanish are used as media of instruction in all the grades of the graded system. The same amount of time is given in all grades for the teaching of English as such as is given for Spanish as such. Other subjects as geography, hygiene, etc., are given in either language and the time is apportioned equitably.

The following table will show the comparative estimate of time spent by teachers using Spanish, English, or either, as a medium of instruction in a school day. Recess and opening exercises are not counted:

Graded system.

GRADES 1-2 (DOUBLE SESSION).

English.	Spanish.	Either.	Total.
30 English. 30 arithmetic. <hr/> 60	30 Spanish. 15 nature study. <hr/> 45	10 physical exercise. 15 writing. 15 music. 15 drawing. <hr/> 55	160 teaching minutes.

GRADE 3.

80 English. 60 arithmetic. <hr/> 140	80 Spanish. 20 nature study. <hr/> 100	15 general class. 20 writing. 20 music. 20 drawing. 10 physical exercise. <hr/> 85	325 teaching minutes.
--	--	---	-----------------------

GRADE 4.

80 English. 40 arithmetic. <hr/> 120	80 Spanish. 40 geography. <hr/> 120	25 writing. 20 music. 30 drawing. 10 physical exercise. <hr/> 85	325 teaching minutes.
--	---	--	-----------------------

GRADE 5.

60 English. 50 arithmetic. 50 geography. <hr/> 160	60 Spanish. 25 hygiene. <hr/> 85	25 writing. 20 music. 25 drawing. 10 physical exercise. <hr/> 80	325 teaching minutes.
---	--	--	-----------------------

GRADE 6.

60 English. 60 arithmetic. 40 geography. 25 physics and writing. <hr/> 175	60 Spanish. <hr/> 60	30 music, drawing, cooking. 50 manual training, sewing, agriculture. 10 physical exercise. <hr/> 90	325 teaching minutes.
--	-------------------------	---	-----------------------

GRADE 7.

60 English. 50 arithmetic. 50 history. 20 civics, writing. <hr/> 180	60 Spanish. <hr/> 60	25 music, drawing, cooking. 50 manual training, sewing, agriculture. 10 physical exercise. <hr/> 85	325 teaching minutes.
--	-------------------------	---	-----------------------

GRADE 8.

60 English. 50 arithmetic. 50 history. 20 civics, writing. <hr/> 180	60 Spanish. <hr/> 60	25 music, drawing, cooking. 50 manual training, sewing, agriculture. 10 physical exercise. <hr/> 85	325 teaching minutes. •
--	-------------------------	---	----------------------------

The following table gives the approximate per cent of use of English, Spanish, or either, as media of instruction in the different grades of the graded school system:

Grade.	English.	Spanish.	Either.	Total.
	Per cent.	Per cent.	Per cent.	Per cent.
1-2.....	37.5	28.1	34.4	100
3.....	43.1	30.8	26.1	100
4.....	36.95	36.95	26.1	100
5.....	49.2	26.1	24.7	100
6.....	53.8	18.5	27.7	100
7.....	55.4	18.5	26.1	100
8.....	55.4	18.5	26.1	100
Average.....	47.34	25.35	27.31	100

In the rural schools the work of the first grade is done exclusively in Spanish; English is taught as a special subject in grades 2-4, 15 minutes being devoted daily on an average to instruction in this language. Of the total number of pupils enrolled in the public schools this year, excluding night schools, 91,966 were enrolled in the rural schools. This means that nearly 55 per cent of all the pupils were doing practically all their work in Spanish.

Recently the language question has become the football of certain political agitators who would have the people believe that the scheme of education now in force is an insidious attempt to eliminate Spanish, the thin, entering wedge calculated to destroy the personality of the people of Porto Rico. No one connected with the American administration of the island is so narrow-minded as to believe that the training of the people of Porto Rico for self-government requires the loss of the mother tongue or any of the good characteristics which make up the personality of the people of Porto Rico. Certain institutions in shocking discord with American ideas of public morality, such as licensed cockfighting and the government lottery, had to go, and the people are glad that they went, but the language and the finer traits and traditions inherited by the people of Porto Rico from their old metropolis are too dear for any sane American to wish to destroy them. In his instructions to the first permanent Philippine commission, President McKinley gave expression to the spirit which should guide the administrators of all the new insular possessions:

"In all the forms of government and administrative provisions which they are authorized to prescribe, the commission should bear in mind that the government which they are establishing is designed not for our satisfaction or for the expression of our theoretical views, but for the happiness, peace, and prosperity of the people of the Philippine Islands, and the measures adopted should be made to conform to their customs, their habits, and even their prejudices to the fullest extent consistent with the accomplishment of the indispensable requisites of just and executive government."

Forty municipalities of the island are in charge of supervising principals whose native tongue is Spanish. One-half of the supervising principals of the island are native Porto Ricans. Two of the three general superintendents are Porto Ricans by birth, and in addition a special supervisor of Spanish gives all his time to the supervision of the Spanish language.

It may be said without exaggeration that more attention and more concentrated constructive supervision is given to Spanish than ever before. Teachers are teaching better Spanish and pupils are learning better Spanish than ever before. Spanish will always be the home language of the people of Porto Rico. The department of education appreciates this and is making every effort to give the pupils efficient instruction in the mother tongue as well as in English, in harmony with our language policy—the conservation of Spanish and the acquisition of English.

PRIVATE SCHOOLS AND ACCREDITATION.

By straining every resource the government is able at present to provide accommodation in the public schools for scarcely more than one-third of the total population of school age. It does not seem probable that the revenues of the island will increase sufficiently during the next few years to change materially this condition. If we are to continue to make progress in the extension of popular education, part of the burden must be borne by private enterprise, and it is proper that the department of education should offer every encouragement to the private schools which are being organized on the island in response to the need for religious and other instruction not provided in the public school system. In the majority of the Spanish-American countries the

development of private schools is encouraged by the granting of government subsidies. This is out of the question in Porto Rico. The people of Porto Rico, however, are accustomed to more or less rigid control by the government of all educational institutions. Consequently, before they enroll their children in a private school parents usually want to know if the school is recognized by the government. The official recognition becomes, therefore, a guaranty to the parents and an indorsement to the institution, which frequently gives it standing and insures its success.

During the past two years the department has recognized and accredited the following private institutions: The Blanche Kellogg Institute, located at San Juan; girls' charity school, San Juan; Colegio Puertorriqueño, San Juan; Colegio Parroquial, Arecibo; Polytechnic Institute, San German; Liceo Ponceño, Ponce; Our Lady of the Holy Rosary College, Yauco; parochial school, Bayamon.

To determine whether a school should be accredited or not, the department does not require that it follow the course of study of the public schools in every particular; that it use the same textbooks or follow the same time distribution. The department requires, in general, that the school follow a course of study so planned that at the end of eight years the pupils enrolled in the institution have obtained a preparation sufficient to enable them to enter our public high schools and do satisfactory work. In passing upon the merits of the school, particular attention is paid to the number of grades and pupils in charge of each teacher; to the discipline of the school; to the daily program; the grading of the pupils; the ability of the teaching force; and the material conditions of the school. No school is considered for accreditation unless it maintains the eight grades of the elementary system. Work beyond the eighth grade is not accredited, but pupils entering high schools from private institutions of no recognized standing may be granted credit in the public high schools, provided they show ability to continue advanced studies in the same subjects in which they desire credit. Each case is treated on its merit, the burden of proof resting entirely with the applicant. The eighth grade diploma issued by accredited private schools is accepted in lieu of an examination for admission to public high schools.

Two of the accredited schools are charitable institutions. One of them is the girls' charity school, a public institution under the control of the department of labor, charities, and correction. Two are elementary schools for girls, and the others are schools maintained by religious organizations. All of them follow the course of study of the public schools quite closely. On the whole, the industrial work done in them is inferior to that accomplished in the public schools, with the exception of the Polytechnic Institute at San German, which is doing industrial work of a very practical nature, and the girls' charity school, which is famous for its work in plain sewing and embroidery. Practically all of them pay particular attention to some branch in which they frequently excel the public schools. With the exception of the parochial schools, the teaching force of these private schools is drafted largely from the public school corps, and it ranks high.

TENURE OF TEACHING POSITIONS IN PORTO RICO.

The election of the rural, graded, and principal teachers for the schools of each municipality is intrusted to a local school board composed of three members. The supervising principal of the district is an exofficio member of the board. He is entitled to attend the meetings and participate in the transaction of business, but he is not entitled to vote. He acts in an advisory capacity.

The annual meeting of these boards for the election of teachers is seldom looked forward to by the supervising principal with pleasure, as he never knows when political favoritism will take precedence over efficiency. The political struggle has become so bitter and intense that no stone is left unturned that will get votes and the whereabouts to continue the political propaganda. The spoils system has become so entrenched that it is a menace to a system of free public schools, and it is undermining the efficiency of the teaching corps to an alarming extent.

Excellent teachers who have devoted their lives to their chosen profession, respected and honored in the community, are annually subjected to the annoyance and dread that they will be left without a position in the town where they have established their home and perhaps reared a family. The political machine too often dictates the names of those who shall be elected by the school boards. In some cases men who had the courage of their convictions have been forced by political pressure to resign their positions on the board. In too many cases applications from teachers without the support of the local machine were not even considered. Just what prerequisite is necessary before the recommendation of the local machine can be secured is well known in Porto Rico, and suffice to say it is not to the credit of a government of the people, for the people, and by the people.

At the last election of teachers out of a total number of 825 English graded teachers at least 235, or more than 28 per cent, were not reelected to the same town; of the 1,321 rural teachers 413, or nearly 32 per cent, were not reelected to the same municipality. In one municipality with an allotment of 38 teachers, 28 were not reelected; in another with 29 teachers, 20 were not reelected; in another with 80 teachers, 37 were not reelected.

As long as the questions "Who is she?" "To which party do her father, brothers, cousins, and other relations belong?" "Does she come recommended by the party?" take precedence over "What can she do?" "Is she an efficient teacher?" "Has she had successful experience?" "Is she the right teacher for the pupils in our schools?" in selecting a teaching corps, the school system is going to be handicapped in fulfilling its mission. Individually, the teachers fear unjust retribution if they take any active participation in a movement to regulate the procedure, but they hope and pray for legislation which will give stability to the profession and assure them a tenure of office in keeping with the life of their license to teach, subject to an efficiency test at any time if necessary.

A bill was introduced by the commissioner at the last session of the legislature to confirm the appointments of teachers in the public schools and to provide a method for filling vacancies, but it failed of passage and the problem is still unsolved.

LEGISLATION.

The only legislation other than budgetary provisions approved at the last session of the legislature which affected education was an act to amend section 1 of "An act to establish and regulate the granting of life certificates to the teachers of Porto Rico," approved March 12, 1914. This amendment provides that any rural, graded, or principal teacher holding a valid license, who shall have practiced satisfactorily his profession as such for five years in the public schools of Porto Rico, shall receive from the department of education a life certificate of the corresponding grade. No period of teaching prior to July 1, 1905, shall be reckoned in computing the length of service.

A life license thus secured can not be canceled except for cruelty, immorality, incompetency, insubordination, or negligence in the performance of duty, by the commissioner of education.

BUDGETARY PROVISIONS.

The following table shows the comparison of appropriations for the department of education for the years 1912-13, 1913-14, 1914-15, and 1915-16:

Comparison of appropriations for department of education.

Appropriation.	1912-13	1913-14	1914-15	1915-16
Salaries and contingent expenses, office of the commissioner.....	\$16,000	\$75,500	\$53,500	\$45,450
Salaries and contingent expenses, common schools.....	803,600	1,499,250	1,088,350	1,072,450
Textbooks and school supplies, common schools.....	67,500	135,000	90,000	50,000
Salaries and contingent expenses, high schools.....	32,740	110,350	65,035	58,845
Scholarships:				
United States.....	16,000	16,000	16,000	8,250
High schools.....	8,640	8,640	-----	-----
Industrial school buildings and maintenance.....	-----	125,000	-----	-----
Summer institutes for teachers.....	1,000	1,000	-----	-----
Total.....	981,480	1,970,740	1,313,485	1,235,202

¹ Includes additional appropriation of \$328,250 granted by the legislature of 1913.

The necessity for economy forced a considerable reduction in expenditures during the year 1914-15 as compared with 1913-14. Salaries were reduced quite generally and a few positions eliminated entirely. A total of 325 teaching positions and the supervisors of manual training and music from the central office were included in this reduction. In justice to this reduction it might be said that the abnormal increase of \$989,260 for 1913-14 over the budget for 1912-13 seemed more than the island could afford, and the budget for 1914-15 shows an increased allotment of \$332,005 over 1912-13.

The budget for 1915-16 shows a decrease of \$78,283 from the 1914-15 budget. A reduction of 20 teaching positions, the supervisor of playground and athletics, the

amalgamation of the division of records and property and accounts with the corresponding elimination of one chief and the elimination of three minor positions will inconvenience the organization of the central office until it can readjust itself. The largest reduction, however, came under the heading "Textbooks and school supplies." This reduction was covered by a proviso in the budget which authorizes the commissioner of education to promulgate rules and regulations for the sale of textbooks and that after July 1, 1915, the pupils of all high and continuation schools shall provide their own textbooks and supplies. Just what effect this requirement will have on the enrollment in the secondary schools can not be forecast at present. The budget for 1915-16 shows an increase over the budget for 1912-13 of \$253,722.

SUMMARY.

The work of the school year 1914-15 may be summed up as follows: Porto Rico has a population of approximately 1,200,000 at the present time, of whom 419,282 are of school age, i. e., between 5 and 18 years. The total enrollment in all public schools excluding duplicates was 168,319, or 14 per cent of the total population. The decrease in enrollment from last year is accounted for by the decreased appropriations and an executive order limiting the number of pupils to be enrolled under any teacher. The fact that about 91 per cent of all rural schools were on double enrollment and about 47 per cent of the pupils enrolled in the graded schools were on double enrollment made this executive order imperative.

The average daily enrollment in all schools was 138,875; the average daily attendance 128,376, or 92.4 per cent. Of the 168,319 pupils enrolled, 1.7 per cent were found in secondary schools, 38.9 per cent in graded schools, 54.7 per cent in rural schools, and 4.7 per cent in night schools.

The instruction in manual training, home economics, music, drawing, calisthenics and arm movement writing has been continued in the graded schools with gratifying results. Agriculture has received a setback due to the elimination of the teachers of agriculture.

Nine new school buildings have been erected within urban centers and 24 in rural communities. Two new high-school buildings have been equipped and occupied during the year; one will be occupied in September, and another will be completed before the end of next year.

TABLE I.—*Directing and supervising officers, 1914-15.*

Edward M. Bainter, commissioner of education.	Manuel G. Nin, general superintendent of schools.
W. A. Barlow, assistant commissioner of education.	E. C. Hernández, supervisor of Spanish.
Carey Hickle, secretary and chief, division of records.	M. D. Myers, supervisor of music.
J. L. Dunlevy, chief, division of property and accounts.	B. E. Wiggins, supervisor of playgrounds and athletics.
A. González Font, chief, division of school board accounts.	T. F. Parker, supervisor of agriculture.
H. F. Rockey, general superintendent of schools.	Grace J. Ferguson, supervisor of home economics.
José Padín, general superintendent of schools.	Floy Campbell, supervisor of drawing.

DISTRICT AND SUPERVISING PRINCIPALS.

<i>San Juan</i> —Theo. L. Morin.	<i>Yauco</i> —Guánica, Francisco Vizcarondo.
<i>Río Piedras</i> —Trujillo Alto, Cecil E. Stevens.	<i>San Germán</i> —Sabana Grande, Geo. II. Hamor.
<i>Carolina</i> —Andrés Rodríguez Díaz.	<i>Cabo Rojo</i> —Lajas, A. H. Linch.
<i>Río Grande</i> —Loíza, William F. Littlefield.	<i>Mayagüez</i> —Hormigueros, Geo. V. Keelan.
<i>Fajardo</i> —Ceiba-Luquillo, R. B. Barlow.	<i>Juncos</i> —Las Marías, Servando Rabainne.
<i>Naguabo</i> —Vieques, Valeriano Flores.	<i>Anasco</i> —Rincón-Aguada, Carlos V. Urrutia.
<i>Humacao</i> —Las Piedras, Henry T. Cowles.	<i>Lares</i> —C. J. Walsh.
<i>Yabucoa</i> —Maunabo, M. D. Rice.	<i>San Sebastián</i> —Juliet A. Casey.
<i>Arroyo</i> —Patillas, C. E. Miner.	<i>Aguadilla</i> —Moca, Luis A. Irizarry.
<i>Juncos</i> —Gurabo, Celestino Benítez.	<i>Isabela</i> —Quebradillas, G. Sellés y Soá.
<i>Caguas</i> —San Lorenzo, Francisco Vincenty.	<i>Utuado</i> —J. P. Blanco.
<i>Guayama</i> —C. Torres Reyes.	<i>Añasco</i> —Jayuya, Zoilo Gracia.
<i>Salinas</i> —Santa Isabel, Juan E. Castillo.	<i>Camuy</i> —Ilatillo, E. J. Bunting.
<i>Cayey</i> —Cidra, M. Negrón Collazo.	<i>Arecibo</i> —F. E. Swart.
<i>Comerío</i> —Aguas Buenas-Naranjito, Pedro N. Ortiz.	<i>Manatí</i> —Barceloneto, Jos. C. Morin.
<i>Aibonito</i> —Barranquitas, Ismael Maldonado.	<i>Ciales</i> —Henry Hindle.
<i>Barrios</i> —S. D. W. Mills.	<i>Vega Baja</i> —Vega Alta, José González Ginorio.
<i>Coamo</i> —Victor M. Suárez.	<i>Corozal</i> —Morovis, Hermenegildo Massó.
<i>Juana Diaz</i> —C. J. Kelley.	<i>Toa Baja</i> —Toa Alta-Dorado, E. J. Vivas.
<i>Ponce</i> —C. H. Terry.	<i>Bayamon</i> —Guánabo, M. A. Ducout.
<i>Guayanilla</i> —Peñuelas, F. Rodríguez López.	

NOTE.—Towns in italics are headquarters.

HIGH SCHOOLS AND PRINCIPALS.

<i>San Juan</i> , Frank S. Roberts.	Arecibo, Maurice H. Esser.
<i>Ponce</i> , Ward C. McCroskey.	Humacao, A. A. E. Herger.
<i>Mayaguez</i> , H. B. Smith.	Fajardo, Santiago Veve.

TABLE II.—*Summary of statistics for the school year 1914-15.*

Number of different pupils actually enrolled in all schools, including special schools:	
White—	
Male.....	75,200
Female.....	54,622
Total.....	<u>129,822</u>
Colored—	
Male.....	21,714
Female.....	16,783
Total.....	<u>38,497</u>
White and colored—	
Male.....	96,914
Female.....	71,405
Total.....	<u>168,319</u>
Number of different pupils enrolled during the year:	
(a) In secondary schools (high, 1,673; continuation, 1,287).....	2,960
(b) In elementary urban schools.....	65,428
(c) In rural schools.....	91,966
(d) In night schools.....	7,965
Total.....	<u>168,319</u>
Average daily attendance of pupils enrolled during the year:	
(a) In secondary schools (high and continuation).....	2,321
(b) In elementary urban schools.....	52,417
(c) In rural schools.....	69,786
(d) In night schools (urban, 2,619; rural, 1,233).....	3,852
Total.....	<u>128,376</u>
Length of school year in all day schools, 36 weeks, or 172 days besides holidays; in night schools, 18 weeks, or 85 days, besides holidays.	
Number of buildings in use for schools during the year.....	1,494
Estimated value of all insular school buildings.....	\$1,767,059.01
Rental value of all other buildings.....	\$107,526.06
Average number of different teachers employed in all schools during the year.....	<u>2,461</u>
White—	
Male.....	813
Female.....	1,271
Total.....	<u>2,084</u>
Colored—	
Male.....	176
Female.....	201
Total.....	<u>377</u>
White and colored—	
Male.....	989
Female.....	1,472
Total.....	<u>2,461</u>
Secondary schools (high, 66; continuation, 52).....	118
Elementary urban schools.....	1,070
Rural schools.....	1,243
Night schools (not duplicates).....	30
Total.....	<u>2,461</u>
Total expenditures for school purposes during the fiscal year ending June 30, 1915:	
By insular government.....	\$1,312,040.00
By local government.....	592,679.54
Total	<u>1,904,719.54</u>

TABLE III.—*Enrollment, number belonging, attendance, percentage of attendance, and averages per school and per teacher, for the island and municipalities.*

Subjects—	Porto Rico.	San Juan.	Rio Piedras.	Trujillo Alto.	Carolina.	Rio Grande.	Loiza.	Fajardo.	Celba.	Lunquillo.	Naguabo.	Vieques.
<i>Total enrollment by sex and color in each kind of schools:</i>												
Enrollment 1914-15.	168,310	9,200	2,830	1,140	2,261	1,926	2,039	1,997	646	936	2,225	1,263
Enrollment 1913-14.	207,010	9,431	3,058	1,253	3,163	2,558	2,565	4,016	(1)	(*)	3,497	1,532
Secondary schools.	2,960	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
High continuation.	1,673	533	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Continuation—White—	1,287	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Male.	1,207	206	.....	.....	.....	8	13	.....	.....	.....	25	.....
Female.	1,124	171	.....	.....	.....	18	12	.....	.....	.....	11	.....
Colored—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	.....
Male.	.....	.....	.....	.....	.....	7	5	.....	.....	.....	4	.....
Female.	.....	.....	69	47	.....	10	4	.....	.....	.....	2	.....
Elementary urban schools.	63,428	8,386	935	231	662	730	848	1,331	223	354	104	631
White—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Male.	24,504	2,575	339	134	167	211	106	517	87	98	332	217
Female.	21,055	2,482	359	112	199	207	126	427	\$2	118	321	231
Colored—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Male.	8,854	1,592	113	31	123	150	332	226	20	54	139	90
Female.	8,515	1,717	124	14	171	131	284	221	24	70	112	93
Rural schools.	91,966	.....	1,666	773	1,447	1,070	1,061	523	307	516	1,144	563
White—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Male.	43,943	488	280	380	263	326	217	217	127	205	464	188
Female.	23,827	470	211	242	235	203	116	179	116	175	451	122
Colored—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Male.	10,574	382	170	398	271	207	47	38	62	126	139	114
Female.	7,622	326	112	308	195	242	59	20	70	103	132	60
Night schools.	7,905	281	224	76	112	102	130	.....	116	80	132	63
White—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Male.	5,146	177	119	41	12	26	14	.....	81	37	107	26
Female.	616	13	17	3	13	4	3	.....	2	11	.....	.....
Colored—	.....	.....	.....	.....	.....	.....	.....	.....	35	22	38	33
Male.	1,855	77	82	29	60	49	101	12	23	9	4	33
Female.	348	14	11	3	27	23	12	12	12	9	4	33

Average number belonging:													
Pupils belonging 1914-15		Pupils belonging 1913-14											
High schools	128,975	7,165	2,352	988	1,933	1,654	1,731	1,643	511	745	1,782	1,014	
Pupil belonging 1913-14	169,719	7,503	2,486	1,116	2,552	2,300	2,163	3,327	(1)	(2)	2,632	1,206	
Continuation schools	1,415	447							66				
Elementary urban schools	1,038												
Rural schools	55,378	6,528	1,003	234	588	630	788	1,153	182	277	737	541	
Night schools—	76,341		1,220	633	1,224	923	870	1,424	260	420	949	455	
Urban	3,207	194	64	26	53	47	75		34	26	57	38	
Rural	1,476		45	23	30	21			35	22	20		
Average daily attendance:													
Attendance 1914-15	128,376	6,736	2,214	504	1,848	1,539	1,600	1,520	470	602	1,671	953	
Attendance 1913-14	155,820	7,208	2,344	1,020	2,410	2,077	1,935	2,985	(1)	(2)	2,419	1,030	
High schools	1,331	407							64				
Continuation schools	980												
Elementary urban schools	52,417	6,154	951	243	581	562	722	1,077	168	248	702	507	
Rural schools	63,786		1,155	620	1,180	871	805	1,379	240	374	885	415	
Night schools—													
Urban	2,619	175	66	21	44	41	63		30	19	49	20	
Rural	1,233		42	20	28	17			32	21	38		
Percentage of attendance:													
Elementary urban schools	94.2	94.3	94.4	94.4	95.5	93.7	90.5	93.4	92.3	89.5	95.2	94.1	
Rural schools	89.7		94.2	90.5	96.5	94.2	92.9	87.0	92.4	89.6	93.2	91.2	
Night schools	82.3		83.5	82.4	87.8	86.1	83.5	88.4	83.4	81.9	88.4	77.2	
Average belonging in each school:													
Elementary urban schools	43.1	42.9	47.0	37.3	46.1	43.8	38.5	42.3	32.5	40.4	41.7		
Rural schools	33.0		35.2	40.0	39.9	36.4	33.8	33.8	35.2	34.0	32.1	29.9	
Night schools	26.9	43.2	27.6	27.2	29.0	23.7	32.8		39.0	25.7	26.7	19.3	
Average belonging under each teacher:													
Elementary urban schools	56.4	57.3	64.6	52.1	59.9	59.0	57.8	56.3	48.7	56.7	55.3	56.6	
Rural schools	62.9		68.5	80.1	67.5	63.7	67.6	55.8	52.7	55.4	60.2	51.2	
Average attendance per school:													
Elementary urban schools	40.9	38.7	44.7	35.9	44.7	41.1	36.4	39.8	30.2	36.2	39.7	37.4	
Rural schools	20.4		33.4	26.9	38.7	33.4	31.7	32.9	30.6	30.2	27.2		
Night schools	22.1	36.1	23.0	22.4	26.0	20.4	27.4		34.5	21.1	23.6	14.9	
Average attendance per teacher:													
Elementary urban schools	53.6	54.3	60.9	50.1	58.1	55.4	54.5	52.9	50.9	52.7	49.3	47.6	
Rural schools	57.9		64.4	73.9	65.5	59.0	63.4	49.3	49.7	56.5	46.7		

¹ Included with Fajardo and Rio Grande.
² Included with Fajardo and Rio Grande.

TABLE III.—*Enrollment, number belonging, attendance, percentage of attendance, and averages per school and per teacher, for the island and municipalities—Continued.*

Subjects.	Human ca. o. Las Piedras.	Yabucoa. Maunabo.	Arroyo.	Patillas.	Juncos.	Gurabo.	Caguas.	San Lorenzo.	Guaya- ma.	Salinas.	Santa Isabel.
Total enrollment by sex and color in each kind of schools.											
Enrollment, 1914-15	2,769	1,175	2,457	1,336	1,905	1,920	1,553	1,750	3,190	1,662	1,005
Enrollment, 1913-14	5,736	(1)	3,336	1,144	1,696	2,383	2,404	2,014	4,523	3,777	1,133
Secondary schools—											
High—	117										
Continuation—											
White—											
Male											
Female	38		9		6						
Colored—			10		8						
Male	21			1							
Female	19			2							
Elementary urban schools.....	1,301	194	710	270	675	563	759	499	1,924	639	1,874
White—											
Male											
Female	488	77	255	97	153	165	297	173	699	242	559
Colored—	476	88	214	90	174	144	341	199	775	246	609
Male											
Female	179	15	130	55	183	112	55	72	214	74	338
Rural schools.....	160	14	111	28	165	142	66	55	236	75	368
White—											
Male											
Female	917	1,618	573	566	1,270	984	972	1,771	1,002	1,091	921
Colored—											
Male	541	461	644	158	115	511	470	392	763	540	402
Female	400	335	471	129	114	370	361	311	539	341	291
Night schools.....	163	83	294	170	185	244	96	140	311	85	232
White—											
Male											
Female	143	38	209	116	152	145	57	129	158	36	166
Colored—											
Male											
Female	104	64	107	77	66	72	141	82	175	111	127
White—											
Male											
Female	73	50	71	19	35	34	120	48	145	52	74
Colored—											
Male											
Female	31	14	6	13	58	31	16	21	20	3	34

Average number belonging, Pupils belonging, 1914-15.....	2,364	1,050	2,256	801	1,144	1,516	1,559	1,324	3,308	1,442	2,569	1,254	780
Pupils belonging, 1913-14.....	5,074	(1)	2,772	1,040	1,431	1,840	1,930	1,635	3,643	1,841	2,841	1,476	943
High schools.....	104			21		21		29		49		90	
Continuation schools.....	1,135	163	618	246	586	433	652	430	1,651	351	538	17	334
Elementary urban schools.....	1,057	840	1,543	505	489	1,020	781	833	1,508	843	687	336	336
Rural schools.....													
Night schools—													
Urban.....	18	47	50	20	30	18	63	65	61	64	79	61	30
Rural.....	50		24	30			32			36		20	14
Average daily attendance:													
Attendance, 1914-15.....	2,221	976	2,117	752	1,032	1,353	1,438	1,227	3,050	2,414	1,123	705	
Attendance, 1913-14.....	4,662	(1)	2,565	939	1,305	1,644	1,749	1,461	3,257	1,303	2,710	1,309	822
High schools.....	99			20		10		28		48		75	
Continuation schools.....	1,093	151	604	229	546	397	628	403	1,575	527	477	15	314
Elementary urban schools.....	976	789	1,429	481	433	904	698	769	1,363	709	771	620	351
Rural schools.....													
Night schools—													
Urban.....	15	36	44	13	20	52	57	55	42	67	47	13	16
Rural.....	38		20	29	14		27		31		17	13	9
Percentage of attendance:													
Elementary urban schools.....	96.3	93.2	97.8	92.7	93.3	91.0	96.2	95.9	95.5	95.6	96.1	88.7	93.4
Rural schools.....	92.3	94.0	92.6	96.1	88.5	88.6	88.3	92.3	90.4	87.4	91.5	90.3	89.0
Night schools.....	78.7	77.8	85.9	81.8	71.9	82.9	87.1	89.4	73.8	84.2	78.3	87.7	59.2
Average belonging in each school:													
Elementary urban schools.....	45.2	41.5	39.8	36.6	43.1	40.8	44.7	42.0	46.0	41.2	45.1	39.7	43.1
Rural schools.....	32.3	35.2	37.2	34.6	32.5	31.3	35.6	35.5	34.7	32.2	29.6	31.2	36.6
Night schools.....	24.3	27.7	27.4	30.5	23.8	33.6	32.4	31.2	36.0	26.5	28.1	24.6	25.4
Average belonging under each teacher:													
Elementary urban schools.....	56.0	55.3	52.8	51.6	59.9	56.4	55.9	49.1	61.7	55.5	60.0	43.4	43.1
Rural schools.....	57.9	70.5	65.2	59.2	57.4	61.8	68.6	71.1	64.4	59.4	58.2	56.2	50.4
Average attendance per school:													
Elementary urban schools.....	43.4	38.7	38.9	34.1	39.7	37.3	43.0	40.3	43.0	39.5	43.2	35.2	40.2
Rural schools.....	30.0	33.3	34.8	34.3	29.1	27.9	31.9	33.0	31.6	26.7	27.1	28.3	33.3
Night schools.....	19.1	21.6	23.5	25.0	17.1	27.8	28.3	27.9	26.6	22.3	21.5	15.0	
Average attendance per teacher:													
Elementary urban schools.....	53.8	51.6	47.7	55.2	51.3	53.9	47.2	59.0	53.2	57.4	38.5	40.4	45.8
Rural schools.....	53.9	66.6	61.0	56.9	51.5	61.4	66.0	58.7	52.5	53.2	51.4	45.8	

Included with Humacao.

TABLE III.—*Enrollment, number belonging, attendance, percentage of attendance, and averages per school and per teacher, for the island, and municipalities—Continued.*

Subjects.	Cayey.	Cidra.	Comerio.	Aguas Buenas.	Naranjito.	Albonito.	Barranquitas.	Barros.	Cocomo.	Juana Diaz.	Ponce.	Guayanilla.	Penuelas.
<i>Total enrollment by sex and color in each kind of schools:</i>													
Enrollment 1914-15.	2,346	1,447	1,435	1,095	1,161	1,622	1,402	2,555	3,916	10,472	1,830	1,675	
Enrollment 1913-14.	3,194	1,675	1,753	1,229	1,355	1,825	1,614	2,508	2,842	5,110	10,950	2,154	2,202
Secondary schools—													
Highb.													
Continuation.	47		14				21						
White—													
Male.	13		8				10						
Female.	30		6				10						
Colored—													
Male.	2						1						
Female.	2												
Elementary urban schools.....	1,012	451	461	412	291	534	425	356	831	798	6,454	505	449
White—													
Male.	446	240	207	165	156	252	228	191	235	272	2,252	137	156
Female.	432	173	108	138	114	203	175	98	204	204	2,337	161	178
Colored—													
Male.	57	15	53	73	13	45	15	52	204	128	932	104	45
Female.	57	17	33	36	11	29	7	15	188	104	933	103	40
Rural schools.....	1,287	879	893	644	813	935	909	1,527	1,575	3,088	3,216	1,164	1,129
White—													
Male.	739	499	536	295	461	519	558	915	776	1,427	1,350	510	543
Female.	420	273	258	176	275	328	299	401	439	851	1,116	416	375
Colored—													
Male.	82	75	59	124	48	68	29	104	249	474	378	132	139
Female.	46	30	40	49	29	20	23	47	141	256	372	106	72
Night schools.....	117	67	39	54	132	68	78	110	110				
White—													
Male.	56	32	12	44	91	42	59	66	82	177	92	62	
Female.	34	17	19	9	29	14	18	20	19	14	12	1	
Colored—													
Male.	24	13	4	1	5	1	10	46	58	25	21		
Female.	3	5	4				14	13	10				

Average number belonging:									
Pupils belonging 1914-15.....	2,023	1,234	1,192	1,213	923	995	1,295	1,241	1,713
Pupils belonging 1913-14.....	2,665	1,486	1,510	1,298	1,471	1,484	1,484	1,484	2,033
High schools.....	44	12	326	751	699	16	468	374	314
Continuation schools.....	867	405	343	738	571	755	822	1,339	1,402
Elementary urban schools.....	1,112	708	578	26	40	49	24	21	27
Rural schools.....									
Night schools—									
Urban.....	61	14							
Rural.....									
Average daily attendance:									
Attendance 1914-15.....	1,951	1,167	1,070	1,366	874	926	1,205	1,170	1,594
Attendance 1913-14.....	2,542	1,372	1,106	1,187	1,066	1,386	1,386	1,410	1,903
High schools.....									
Continuation schools.....	42	11	307	241	437	15	361	214	713
Elementary urban schools.....	840	358	310	715	630	711	750	1,246	1,277
Rural schools.....	1,039	727	507	20	20	29	37	15	23
Night schools—									
Urban.....	52	14							
Rural.....									
Percentage of attendance:									
Elementary urban schools.....	96.9	95.9	90.3	94.0	93.6	93.3	96.7	94.0	94.0
Rural schools.....	96.1	94.6	89.6	88.7	91.0	94.1	94.8	90.9	90.5
Night schools.....	85.7	86.8	79.4	73.8	75.6	84.5	90.0	72.8	80.9
Average belonging in each school:									
Elementary urban schools.....	45.7	37.0	46.9	43.6	44.9	43.6	40.5	47.4	45.4
Rural schools.....	34.4	34.8	30.7	32.2	32.6	31.3	38.2	34.2	32.6
Night schools.....									
Urban.....	30.4	16.8	13.6	21.8	20.6	24.2	23.4	23.7	25.4
Rural.....									
Average belonging under each teacher:									
Elementary urban schools.....	59.3	60.0	52.2	55.5	53.9	53.3	55.6	64.2	63.1
Rural schools.....	55.6	65.2	59.6	64.4	65.2	63.7	76.4	59.3	65.0
Average attendance per school:									
Elementary urban schools.....	44.2	44.0	33.7	41.0	42.8	40.7	41.8	38.3	45.1
Rural schools.....	33.2	33.5	27.8	29.0	30.6	32.2	36.5	32.0	29.5
Night schools.....									
Urban.....	26.1	14.6	10.8	16.1	20.1	22.9	22.9	17.3	20.5
Rural.....									
Average attendance per teacher:									
Elementary urban schools.....	57.4	57.6	47.6	54.4	51.3	49.8	55.7	61.2	60.1
Rural schools.....	53.4	62.2	52.8	57.0	61.1	61.8	73.0	55.5	57.7

TABLE III.—Enrollment, number belonging, attendance, percentage of attendance, and averages per school and per teacher, for the island and municipalities—Continued.

Subjects,	Yanceo.	Guanica.	San German.	Sabana Grande.	Cabo Rojo.	Lajas.	Mayaguez.	Hormigueros.	Maricao.	Las Marias.	Anasco.	Rincon.	Agnada.
Total enrollment by sex and color in each kind of schools:													
Enrollment, 1914-15.....	3,966	1,046	3,071	1,524	2,991	2,025	5,800	738	1,185	1,440	2,162	1,124	1,337
Enrollment, 1913-14.....	6,056	(1)	4,175	2,005	3,845	2,316	7,213	872	1,537	1,816	2,825	1,504	1,771
Secondary schools—													
High.....	100		83	29	105	24	201					45	
Continuation.....													
White—													
Male.....	36		23	10	55	17	88						
Female.....	49		31	18	43	6	87						
Colored—													
Male.....	9		9	1	6	1	11						
Female.....	6		20		1		15						
Elementary urban schools.....	1,244	777	1,030	708	1,176	445	3,007	220	380	258	258	769	259
White—													
Male.....	471	340	438	284	588	244	1,163	102	159	142	315	129	134
Female.....	422	327	418	274	509	180	1,133	96	163	97	294	88	106
Colored—													
Male.....	174	56	96	77	40	22	347	9	26	9	79	30	44
Female.....	177	54	78	73	39	19	364	13	32	10	81	12	27
Rural schools.....	2,498	186	1,844	686	1,526	1,451	2,247	441	715	1,102	1,211	803	962
White—													
Male.....	1,227	62	816	341	779	694	1,005	192	367	597	559	473	588
Female.....	866	68	632	276	632	617	842	153	249	407	455	230	227
Colored—													
Male.....	246	31	229	39	74	76	206	54	62	63	120	61	98
Female.....	159	25	167	30	41	64	194	42	37	35	77	39	49
Night schools.....	124	83	114	101	184	85	145	77	90	80	137	62	47
White—													
Male.....	80	51	50	76	117	79	117	76	69	66	93	51	37
Female.....	1	1	26	9	25	1	2		10	6	9	1	
Colored—													
Male.....	40	31	32	16	38	4	25	1	11	8	32	8	10
Female.....			7					1			3	2	

3,387	857	2,555	1,308	2,416	1,641	4,556	557	1,094	1,641	912	1,180
		3,337	1,538	2,982	1,911	5,814	740	1,202	1,369	2,271	1,473
89		70	23	87	20	176			36		14
1,090		882	638	1,019	367	2,558	184	304	615	227	273
1,133		1,536	598	1,216	1,204	1,717	340	505	912	645	864
47	37	87	10	76	50	65	7	19	17	56	21
31			37	18	20	26	27	35	22	19	29
3,159	812	2,382	1,236	2,338	1,533	4,198	520	859	984	1,468	821
4,901	(1)	3,056	1,510	2,840	1,823	5,451	635	1,078	1,215	2,052	1,033
85		68	21	84	19	168					
1,001	628	834	628	1,008	361	2,439	175	308	189	32	14
2,013	153	1,412	544	1,165	1,160	1,519	317	510	735	558	213
36	31	73	9	65	43	56	6	17	13	41	17
24			34	16		16	22	24	27	22	16
96.0	94.6	94.6	90.2	98.9	94.7	95.1	94.5	92.5	90.8	93.5	96.7
94.0	97.7	92.1	90.6	96.3	89.7	93.1	90.3	90.7	89.4	89.1	87.4
76.1	82.8	84.0	90.2	85.9	85.8	84.2	84.7	88.7	77.7	79.9	70.6
35.5	29.5	23.9	34.3	31.7	31.9	27.0	29.7	25.6	25.4	30.6	30.9
26.3	28.3	29.3	21.1	26.1	25.0	29.3	28.0	19.1	19.0	27.4	22.1
58.8	57.4	51.1	50.8	55.6	48.0	61.1	48.1	54.3	39.8	58.5	47.2
71.0	53.8	47.4	68.6	60.4	62.2	51.8	59.4	51.6	50.6	52.7	56.9
43.2	41.4	37.7	40.5	45.4	42.0	44.1	38.5	42.0	45.8	38.6	40.3
33.6	28.9	22.5	32.2	30.4	31.0	23.8	27.7	23.2	22.9	31.0	27.8
20.0	23.5	24.6	19.0	22.4	21.4	24.7	23.5	17.0	14.8	21.9	13.8
58.3	55.2	48.2	49.8	55.0	47.3	57.0	45.6	53.5	53.3	54.6	45.7
67.1	52.7	43.7	64.4	67.9	60.5	45.7	55.3	46.3	47.9	50.6	45.6

¹ Included with Yauco.

TABLE III.—*Enrollment, number belonging, attendance, percentage of attendance, and averages per school and per teacher, for the island and municipalities—Continued.*

Subjects.	Lares.	San Sebastian.	Aguadilla.	Mo.a.	Isabela.	Quiebradillas.	Utuado.	Adjuntas.	Jayuya.	Camuy.	Hatillo.	Arreto.
Total enrollment by sex and color in each kind of schools:												
Enrollment 1914-15—	3,168	2,730	3,364	1,285	2,250	1,311	5,012	2,484	1,617	1,504	1,639	5,588
Enrollment 1913-14—	4,550	3,457	4,133	1,588	3,122	1,813	5,714	2,734	1,756	2,282	2,123	7,481
Secondary schools—												
High—	30	.....	61	.....	.....	31	.....	20	28	.....	.....	156
Continuation—												
White—												
Male—	15	.....	34	.....	.....	21	9	12	.....	.....	.....	63
Female—	14	.....	21	.....	.....	9	9	12	.....	.....	.....	70
Colored—												
Male—	5	.....	4	.....	.....	1	1	3	.....	.....	.....	18
Female—	1	.....		.....	.....				.....	.....	.....	16
Elementary urban schools—												
White—												
Male—	392	318	505	179	218	232	438	217	169	237	325	814
Female—	340	219	458	96	187	153	421	207	160	167	183	665
Colored—												
Male—	15	20	159	47	13	7	16	6	25	4	34	185
Female—	14	21	121	23	17	8	11	11	12	10	21	144
Rural schools—												
White—												
Male—	2,295	2,000	1,832	815	1,086	789	3,952	1,804	1,178	1,326	1,334	3,815
Female—												
Colored—												
Male—	1,351	1,124	1,097	544	1,015	493	2,168	1,010	688	757	659	1,890
Female—	883	756	656	201	500	272	1,472	628	393	424	374	1,370
Night schools—												
White—												
Male—	112	80	222	49	105	91	148	181	73	160	52	180
Female—												
Colored—												
Male—	97	71	150	34	84	59	184	155	67	149	86	198
Female—	12	5	10	.....	.....	18	12	12	1	1	.....	32
Male—	3	4	45	15	21	11	10	26	6	9	31	13
Female—			8	.....	.....			2	1	1	.....

Average number belonging:													
Pupils belonging 1914-15:	2,550	2,335	2,815	1,107	1,945	1,142	4,167	1,932	1,311	1,501	1,438	4,830	
Pupils belonging 1913-14:	3,779	3,011	3,517	1,429	2,613	1,509	4,763	2,276	1,440	1,781	1,776	6,040	
High schools.....	20	.....	56	.....	.....	27	19	18	351	446	1,566	146	
Continuation schools.....	638	531	1,051	292	363	810	3,273	388	339	910	3,910	3,910	
Elementary urban schools.....	1,897	1,804	1,585	784	1,439	681	1,458	939	939	910	3,910	3,910	
Rural schools.....	37	.....	126	22	58	42	33	11	10	23	59	59	
Night schools—	39	60	27	9	16	26	32	51	21	46	19	19	
Urban.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rural.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Average daily attendance:													
Attendance 1914-15:	2,408	2,287	2,590	1,000	1,806	1,056	3,791	1,080	1,206	1,342	1,317	4,421	
Attendance 1913-14:	3,485	2,889	3,213	1,256	2,365	1,326	4,291	2,039	1,339	1,578	1,637	5,347	
High schools.....	28	517	578	271	409	348	763	362	289	328	458	1,180	
Continuation schools.....	622	622	1,443	704	1,337	625	2,963	1,257	836	652	832	2,758	
Elementary urban schools.....	1,692	1,717	1,443	1,443	1,443	1,443	1,443	1,443	1,443	1,443	1,443	1,443	
Rural schools.....	31	.....	53	51	18	48	36	30	9	24	18	18	
Night schools—	32	32	33	23	7	12	22	27	41	17	38	9	
Urban.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rural.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Percentage of attendance:													
Elementary urban schools.....	97.1	97.4	93.0	92.8	94.1	95.9	91.0	93.4	93.4	92.6	98.6	91.3	91.5
Night schools.....	93.7	95.2	91.0	89.8	92.9	91.3	90.3	85.2	85.2	92.2	88.5	91.4	91.4
Night schools.....	88.6	87.6	77.4	83.0	81.1	85.6	87.4	79.2	79.2	80.7	63.0	74.4	74.4
Average belonging in each school:													
Elementary urban schools.....	38.4	45.1	44.4	43.0	43.9	41.0	45.4	41.3	40.0	40.3	35.1	42.7	
Rural schools.....	35.3	36.4	38.8	34.3	33.5	32.1	30.4	36.0	38.1	33.4	35.9	30.7	
Night schools.....	22.9	22.4	38.6	21.2	26.4	23.8	26.0	23.4	29.1	27.3	23.2	25.9	
Average belonging under each teacher:													
Elementary urban schools.....	48.3	54.0	56.1	50.0	62.8	51.6	51.2	52.3	52.3	52.7	50.9	52.5	
Rural schools.....	73.6	72.8	77.6	66.5	67.1	64.3	73.4	68.7	76.7	65.0	71.7	65.0	
Average attendance per school:													
Elementary urban schools.....	37.4	43.9	41.7	39.8	41.3	39.6	41.1	38.5	37.5	38.6	33.3	40.6	
Rural schools.....	33.2	34.7	36.9	31.1	31.2	35.8	31.6	35.5	20.1	21.4	23.8	33.6	
Night schools.....	26.0	19.7	29.9	17.6	21.4	20.4	22.7	14.9	22.0	14.6	20.0	20.0	
Average attendance per teacher:													
Elementary urban schools.....	45.0	52.7	46.3	50.7	50.8	48.8	47.9	50.0	49.8	47.3	49.8	53.3	
Rural schools.....	66.5	69.4	71.8	60.2	62.5	59.7	71.3	60.7	71.0	43.0	67.2	53.3	

TABLE III.—*Enrollment, number belonging, attendance, percentage of attendance, and averages per school and per teacher, for the island and municipalities—Continued.*

Subjects.	Mamatl.	Barceloneta.	Ciales.	Vega Baja.	Vega Alta.	Corozal.	Morovis.	Toa Baja.	Toa Alta.	Dorado.	Bayamon.	Guainabo.	Culebra.
Total enrollment, by sex and color, in each kind of schools:													
Enrollment 1914-15.....	2,287	1,355	2,421	2,154	1,225	1,702	2,350	2,273	1,234	1,511	866	4,314	208
Enrollment 1913-14.....	2,579	1,926	3,065	2,871	1,795	2,307	1,948	1,006	1,936	1,324	4,936	1,324	247
Secondary schools—													
High.....													
Continuation.....													
White—													
Male.....													
Female.....													
Colored—													
Male.....													
Female.....													
Elementary urban schools.....	932	539	521	591	325	409	326	554	307	324	2,524	229	
White—													
Male.....	412	239	256	246	137	180	171	125	123	74	882	81	
Female.....	332	208	231	212	126	170	117	139	103	82	875	73	
Colored—													
Male.....	138	61	19	75	28	38	27	162	49	83	392	36	
Female.....	100	61	15	55	34	21	11	138	20	85	375	39	
Rural schools.....	1,171	638	1,760	1,339	814	1,394	1,297	582	1,107	421	1,503	983	177
White—													
Male.....	511	318	1,023	568	286	748	706	104	481	122	622	376	
Female.....	335	219	591	449	220	401	499	88	333	93	397	235	62
Colored—													
Male.....	165	60	103	173	166	105	55	208	152	110	290	191	47
Female.....	150	41	43	179	112	50	37	182	91	96	194	161	22
Night schools.....	134	98	101	138	86	49	82	98	97	81	197	75	31
White—													
Male.....	89	76	69	80	46	34	68	45	56	23	112	66	
Female.....	10	4	14	17	17	6	1	14	14	20	1	15	6
Colored—													
Male.....	15	18	17	32	9	8	13	48	13	57	57	8	6
Female.....	20	1	9	14	4	4	14	1	1	1	8	4	4

Average number belonging:									
Pupils belonging 1913-14.....	1,869	1,056	1,862	1,707	1,031	1,498	1,415	1,231	614
Pupils belonging 1914-15.....	2,181	1,478	2,367	2,314	1,563	1,897	1,836	1,137	892
High schools.....									
Continuation schools.....	822	458	29	28	351	287	408	245	70
Elementary urban schools.....	974	527	441	518	721	1,105	1,031	943	336
Rural schools.....			1,337	1,119					
Night schools—									
Urban.....	73	46	26	26	27	23	20	6	102
Rural.....			29	16	12	19	27	37	19
Average daily attendance:									
Attendance 1914-15.....	1,638	973	1,726	1,534	936	1,292	1,231	929	507
Attendance 1913-14.....	1,989	1,382	2,179	2,150	1,433	1,666	1,638	1,028	678
High schools.....									
Continuation schools.....	767	447	27	25	318	270	446	230	218
Elementary urban schools.....	876	489	426	425	638	937	438	870	314
Rural schools.....			1,225	957					
Night schools—									
Urban.....	55	37	22	20	23	19	16	42	5
Rural.....			26	13	10	15	18	33	15
Percentage of attendance:									
Elementary urban schools.....	93.2	92.3	96.5	92.4	90.8	93.9	95.8	93.8	94.0
Rural schools.....	89.9	92.7	91.7	88.9	91.3	85.1	85.8	94.9	92.2
Night schools.....	74.9	79.7	86.6	78.9	86.3	81.5	72.5	77.3	87.4
Average belonging in each school:									
Elementary urban schools.....	44.3	38.5	33.3	44.6	36.4	37.9	42.0	39.8	35.4
Rural schools.....	31.1	32.0	28.3	35.0	34.4	35.2	36.5	35.3	34.2
Night schools.....	24.7	26.1	25.7	20.9	26.2	20.8	25.3	29.3	24.4
Average belonging under each teacher:									
Elementary urban schools.....	59.1	49.9	50.5	59.4	48.5	51.5	58.8	53.2	49.4
Rural schools.....	59.5	59.4	58.0	70.0	68.7	70.3	66.8	70.1	68.4
Average attendance per school:									
Elementary urban schools.....	41.6	36.4	36.9	41.8	33.3	34.9	40.3	38.3	33.3
Rural schools.....	28.3	30.8	26.1	32.4	31.7	30.6	29.9	23.4	31.5
Night schools.....	18.5	20.8	22.3	16.5	22.8	17.0	18.3	22.7	21.4
Average attendance per teacher:									
Elementary urban schools.....	56.4	46.8	48.7	55.7	44.4	47.3	57.5	51.1	46.4
Rural schools.....	54.2	56.4	53.6	64.8	63.4	60.2	58.0	66.9	63.9

TABLE IV.—Comparisons of the total enrollment for 1914-15 with the total estimated population, of the total enrollment with the estimated population of school age (5 to 18 years), and of the enrollment of compulsory school age (8 to 14 years) with the estimated population of compulsory school age.

Subjects.	Porto Rico.	San Juan.	Rio Piedras.	Trujillo Alto.	Carolina.	Rio Grande.	Loiza.	Fajardo.	Ceiba.
Estimates of population for 1915.....	1,200,000	52,293	10,968	6,810	16,451	12,394	14,293	13,864	4,739
Population of school age (5 to 18 years).....	419,282	18,271	5,920	2,380	5,748	4,326	5,000	4,844	1,654
Compulsory school age (8 to 14 years).....	211,588	9,221	2,086	1,200	2,890	2,185	2,519	2,444	835
Total enrollment during 1914-15.....	168,319	9,200	2,830	1,140	2,264	1,936	2,039	1,997	646
Enrollment of compulsory age.....	119,617	6,215	1,998	820	1,630	1,334	1,482	1,384	393
Percentage of—									
Total enrollment to total population.....	14.0	17.6	16.7	16.7	13.8	15.6	14.3	14.4	13.6
Total enrollment to population of school age.....	40.1	50.4	47.8	47.0	39.4	44.8	40.8	41.2	39.1
Enrollment of compulsory age to population of compulsory age.....	56.5	67.4	66.9	68.3	56.9	61.1	58.8	56.6	47.1
Subjects.	Luquillo.	Naguabo.	Vieques.	Humacao.	Las Piedras.	Yabucoa.	Maunabo.	Arroyo	Pattillas.
Estimates of population for 1915.....	6,659	15,418	11,189	18,917	6,717	18,609	7,627	7,449	15,507
Population of school age (5 to 18 years).....	2,326	5,386	3,909	6,610	3,395	6,501	2,665	2,603	5,418
Compulsory school age (8 to 14 years).....	1,174	2,717	1,973	3,336	1,714	3,280	1,344	1,313	2,733
Total enrollment during 1914-15.....	936	2,225	1,263	2,760	1,175	2,457	920	1,336	1,905
Enrollment of compulsory age.....	634	1,590	914	1,861	843	1,804	615	848	1,348
Percentage of—									
Total enrollment to total population.....	14.1	14.4	11.3	14.6	12.1	13.2	12.1	17.9	12.3
Total enrollment to population of school age.....	40.2	41.3	32.6	41.9	34.6	37.8	34.5	51.3	35.2
Enrollment of compulsory age to population of compulsory age.....	54.0	57.8	46.3	57.8	49.2	55.0	45.8	64.6	49.3
Subjects.	Juncos.	Gurabo.	Caguas.	San Lorenzo.	Guayama.	Salinas.	Santa Isabel.	Cayey.	Cidra.
Estimates of population for 1915.....	12,549	11,956	29,152	15,325	18,633	12,239	7,469	19,010	11,373
Population of school age (5 to 18 years).....	4,385	4,177	10,185	5,355	6,517	4,276	2,600	6,642	3,073
Compulsory school age (8 to 14 years).....	2,212	2,108	5,141	2,700	3,288	2,156	1,316	3,351	2,004
Total enrollment during 1914-15.....	1,920	1,553	3,925	1,750	3,190	1,662	1,005	2,346	1,447
Enrollment of compulsory age.....	1,309	1,076	2,826	1,234	2,145	1,152	705	1,950	1,110
Percentage of—									
Total enrollment to total population.....	15.3	13.0	13.5	11.4	17.1	13.6	13.5	12.3	12.7
Total enrollment to population of school age.....	43.8	37.2	38.5	32.7	48.9	38.9	38.5	35.3	36.4
Enrollment of compulsory age to population of compulsory age.....	59.2	51.0	55.0	45.7	65.2	53.4	53.6	58.2	55.4

TABLE IV.—Comparisons of the total enrollment for 1914-15 with the total estimated population, of the total enrollment with the estimated population of school age (5 to 18 years), and of the enrollment of compulsory school age (8 to 14 years) with the estimated population of compulsory school age—Continued.

	Comerio.	Aguas Buenas.	Naranjito.	Aibonito.	Barranquitas.	Barros.	Coamo.	Juana Diaz.	Ponce.
Estimates of population for 1915.....	11,983	8,900	9,527	11,608	11,273	16,130	18,385	31,295	68,101
Population of school age (5 to 18 years).....	4,180	3,109	3,328	4,056	3,939	5,636	6,424	10,933	23,796
Compulsory school age (8 to 14 years).....	2,112	1,568	1,680	2,046	1,987	2,842	3,251	5,520	12,008
Total enrollment during 1914-15.....	1,435 953	1,065 812	1,161 834	1,622 1,172	1,402 1,051	1,961 1,428	2,555 1,879	3,916 2,953	10,472 7,220
Enrollment of compulsory age									
Percent of—									
Total enrollment to total population.....	12.0	12.3	12.2	14.0	12.4	12.2	13.9	12.5	15.4
Total enrollment to population of school age....	34.3	35.2	34.9	40.0	35.6	34.8	39.8	35.8	41.0
Enrollment of compulsory age to population of compulsory age.....	45.0	51.8	49.6	57.3	52.9	50.2	57.8	53.5	60.1
Guayanilla.	Peñuelas.	Yauco.	Guanica.	San German.	Sabana Grande.	Cabo Rojo.	Lajas.	Maya-guez.	
Estimates of population for 1915.....	11,113	12,870	26,905	6,909	23,767	12,368	20,966	11,883	41,363
Population of school age (5 to 18 years).....	3,883	4,437	9,402	2,414	8,304	4,321	7,336	4,152	14,457
Compulsory school age (8 to 11 years).....	1,050	2,268	4,742	1,217	4,191	2,179	3,701	2,162	7,234
Total enrollment during 1914-15.....	1,830	1,678	3,966	1,046	3,071	1,524	2,991	2,025	5,600
Enrollment of compulsory age									
Percent of—									
Total enrollment to total population	16.5	13.0	14.7	15.1	12.9	12.3	14.2	17.0	13.5
Total enrollment to population of school age...	47.1	37.3	42.2	43.3	37.0	35.3	40.8	45.8	38.7
Enrollment of compulsory age to population of compulsory age.....	67.6	53.3	62.7	59.5	52.5	49.3	61.1	70.3	54.6
Hormigueros.	Mariicao.	Las Marias.	Anasco.	Rincon.	Aguada.	Lares.	San Sebastian.	Agua-dilla.	
Estimates of population for 1915.....	4,172	7,683	10,783	15,463	7,808	12,437	21,311	20,220	22,900
Population of school age (5 to 18 years).....	1,453	2,684	3,767	5,403	2,728	4,346	8,494	7,083	8,033
Compulsory school age (8 to 14 years).....	735	1,353	1,900	2,724	1,376	2,192	4,234	3,576	4,054
Total enrollment during 1914-15.....	738	1,185	1,440	2,162	1,124	1,337	3,198	2,730	3,364
Enrollment of compulsory age									
Percent of—									
Total enrollment to total population	17.7	15.4	13.4	14.0	14.4	10.8	13.2	13.5	14.6
Total enrollment to population of school age...	50.6	44.2	38.2	40.0	41.2	30.8	37.7	38.5	41.9
Enrollment of compulsory age to population of compulsory age.....	68.2	61.6	52.4	53.7	56.2	42.8	56.6	53.8	50.5

TABLE IV.—Comparisons of the total enrollment for 1914-15 with the total estimated population, of the total enrollment with the estimated population of school age (5 to 18 years), and of the enrollment of compulsory school age (8 to 14 years) with the estimated population of compulsory school age—Continued.

	Moca.	Isa-bela.	Que-bradillas.	Utu-ad-o.	Ad-jun-tas.	Jay-u-ya.	Ca-muy.	Ha-tillo.	Are-cibo.	Man-at-i.	Bar-ce-lo-na-ta.
Estimates of population for 1915.											
Population of school age (5 to 18 years).....	14,640	18,088	8,753	33,032	18,197	11,033	12,174	11,409	45,540	18,504	12,498
Compulsory school age (8 to 14 years).....	5,115	6,320	3,057	11,544	6,355	3,854	4,254	3,986	15,914	6,466	4,366
Total enrollment during 1914-15.	2,530	3,188	1,542	5,825	3,206	1,944	2,143	2,010	8,030	3,261	2,202
Enrollment of compulsory age..	1,235	2,258	1,311	5,012	2,484	1,617	1,904	1,699	5,988	2,287	1,355
Percentage of—											
Total enrollment to total population.....	8.8	12.5	15.0	15.2	13.7	14.7	15.6	14.9	13.1	12.4	10.8
Total enrollment to population of school age.....	25.3	35.7	42.9	43.4	39.1	42.0	44.8	42.6	37.6	35.4	31.0
Enrollment of compulsory age to population of compulsory age.....	40.2	54.3	56.9	62.3	54.6	64.7	64.1	63.4	52.5	49.6	42.8
Estimates of population for 1915.											
Population of school age (5 to 18 years).....	19,747	13,772	8,730	13,930	13,353	6,713	9,796	5,243	27,738	7,745	1,411
Compulsory school age (8 to 14 years).....	6,899	4,812	3,050	4,868	4,668	2,345	3,423	1,832	9,679	2,726	493
Total enrollment during 1914-15.	3,478	2,427	1,539	2,455	2,354	1,183	1,726	923	4,882	1,374	248
Enrollment of compulsory age....	2,421	2,154	1,225	1,762	1,705	1,234	1,511	826	4,314	1,287	208
Percentage of—											
Total enrollment to total population.....	12.3	15.6	14.0	12.6	12.8	18.4	15.4	15.8	15.6	16.6	14.7
Total enrollment to population of school age.....	35.1	44.8	40.2	36.2	36.5	52.6	44.1	45.1	44.6	47.2	42.2
Enrollment of compulsory age to population of compulsory age.....	49.2	59.1	55.0	49.0	50.7	64.2	65.0	60.7	62.5	67.0	48.

TABLE V.—Average number of schoolrooms, double enrollments, and schools, number of teachers classified according to contract, and number of teachers classified according to sex and color.

Subjects.	Porto Rico.	San Juan.	Rio Piedras.	Trujillo Alto.	Carolina.	Rio Grande.	Loiza.	Fajardo.	Ceiba.	Luquillo.	Naguabo.	Vieques.
Average of schools, 1914-15.....	3,934	163	62	27	49	46	50	42	16	23	52	32
Average of schools, 1913-14.....	4,330	170	59	26	60	62	56	81	(1)	(1)	63	31
Secondary schools.....	33	....	....	....	....	....	....	....	....	....	....	....
High.....	6	1	....	....	1	1	....	1	....	....	1	....
Continuation.....	230	....	....	....	....	....	....	....	....	....	....	....
Elementary urban.....	1,333	157	22	7	13	15	21	28	6	7	18	14
Schoolrooms.....	1,022	119	16	5	10	11	14	21	4	5	14	11
Double enrollment.....	311	38	6	2	3	4	7	7	2	2	4	3
Rural.....	2,372	....	35	18	32	27	26	13	8	14	30	16
Schoolrooms.....	1,245	....	18	9	19	15	13	12	5	8	16	9
Double enrollment.....	1,127	....	17	9	13	12	13	1	3	6	14	7
Night.....	196	....	....	....	....	....	....	....	....	....	....	....
Urban.....	128	5	3	1	2	3	3	....	1	1	2	2
Rural.....	68	....	2	1	1	....	....	1	1	1	....	....
Teachers by contract, 1914-15.....	2,461	149	39	15	31	28	27	38	9	13	31	21
Teachers by contract, 1913-14.....	2,535	158	36	13	34	33	27	60	(1)	(1)	32	21
Principals.....	10	4	....	....	....	....	....	....	....	....	....	....
High school.....	58	17	....	....	....	....	....	1	....	....	....	....
Continuation school.....	851	1	....	....	2	2	....	2	....	....	2	....
Special.....	20	2	1	....	....	....	....	1	....	....	....	....
English.....	110	13	2	1	1	1	1	....	1	1	1	1
English graded.....	826	110	15	3	8	8	6	20	3	3	9	10
Rural.....	356	....	19	10	20	17	20	14	5	9	19	9
Night.....	....	....	....	....	....	....	....	....	....	....	....	....
Duplicates.....	166	3	3	1	3	3	3	....	2	2	3	2
Not duplicates.....	30	2	2	1	....	....	....	....	....	....	....	....
Teachers in each kind of school, by sex and color.	2,461	149	39	15	31	28	27	38	9	13	31	21
Secondary schools.....	118	20	....	....	2	2	....	4	....	....	2	....
White—	58	9	....	....	1	1	....	2	....	....	1	....
Male.....	56	11	....	....	1	1	....	2	....	....	1	....
Colored—	3	....	....	....	....	....	....	....	....	....	....	....
Male.....	1	....	....	....	....	....	....	....	....	....	....	....
Elementary urban schools.....	1,070	127	20	5	10	11	14	22	4	5	13	12
White—	287	10	3	4	3	4	2	3	3	3	6	3
Male.....	652	90	17	1	6	4	5	17	1	2	4	6
Colored—	60	3	....	....	1	1	2	4	1	....	1	2
Male.....	71	24	....	....	1	1	2	1	....	....	2	1
Rural schools.....	1,243	....	17	9	19	15	13	12	5	8	16	9
White—	459	....	7	3	4	6	3	3	2	4	8	3
Male.....	550	....	9	5	7	4	2	8	3	2	6	1
Colored—	108	....	1	1	6	5	4	1	....	1	2	2
Male.....	126	....	1	1	6	5	4	1	....	1	....	3
Night schools (not duplicates).	30	2	2	1	....	....	....	....	....	....	....	....
White—	9	....	2	....	....	....	....	....	....	....	....	....
Male.....	13	2	....	....	....	....	....	....	....	....	....	....
Colored—	5	....	1	....	....	....	....	....	....	....	....	....
Male.....	3	....	....	....	....	....	....	....	....	....	....	....

Last year Ceiba formed a part of Fajardo, and Luquillo of Fajardo and Rio Grande.

* The 3 continuation schools in Comerio, Aguada, and Quebradillas are duplicates, the ninth grade being in the same room as the eighth.

* One continuation teacher in Santa Isabel, 2 English graded teachers in Rio Piedras, and 31 rural teachers in 22 towns are paid by school boards.

TABLE V.—*Average number of schoolrooms, double enrollments, and schools, number of teachers classified according to contract, and number of teachers classified according to sex and color—Continued.*

Subjects.	Humacao.	Las Piedras.	Yabucoa.	Manabó.	Arroyo.	Patillas.	Juncos.	Gurabo.	Caguas.	San Lorenzo.	Guayama.	Salinas.	Santa Isabel.
Average of schools, 1914-15.....	65	20	61	25	33	46	42	36	87	45	70	40	22
Average of schools, 1913-14.....	114	(1)	68	26	36	51	49	41	91	48	78	46	23
Secondary schools—													
High.....	1												1
Continuation.....			1		1		1		1		1		1
Elementary urban.....	27	4	15	7	14	11	15	10	38	14	36	14	8
Schoolrooms.....	21	3	12	5	10	8	12	9	28	10	27	13	8
Double enrollments.....	6	1	3	2	4	3	3	1	10	4	9	1	....
Rural.....	34	21	42	16	16	33	23	21	45	28	30	24	11
Schoolrooms.....	19	12	21	9	9	17	12	12	21	14	15	13	8
Double enrollments.....	15	12	18	7	7	16	11	12	21	14	15	11	3
Night—													
Urban.....	1		2	1	1	2	2	2	2	3	2	1	1
Rural.....	2		2	1	1	1	1	1	1	1	1	1	1
Teachers by contract, 1914-15.....	46	15	37	14	21	26	27	21	55	21	44	26	19
Teachers by contract, 1913-14.....	63	(1)	38	14	22	26	28	21	58	21	47	27	18
Principals.....													
High school.....	6								1				
Continuation school.....			1		2	1	2		2		2		2
Special.....													2
English.....	2	1	1	1	1		1	1	2	1	2	1	1
English graded.....	17	2	9	4	8	7	11	7	23	7	22	8	7
Rural.....	21	12	26	9	10	15	12	12	27	16	18	17	9
Night.....													....
Duplicates.....	3	2	3	2	2	2	2	2	3	3	3	2	2
Not duplicates.....					1								....
Teachers in each kind of school, by sex and color.....	46	15	37	14	21	26	27	21	55	21	44	26	17
Secondary schools.....													
White—	6		1		2		2		2		2		2
Male.....	3		1		1		1		1		1		1
Female.....	3			1		1		1		1		1	1
Colored—													
Male.....													
Female.....													
Elementary urban schools.....	21	3	15	5	10	9	12	9	28	10	27	13	9
White—													
Male.....	2	2	5	2	4	3	5	2	6	4	9	2	4
Female.....	19	1	10	2	2	4	7	5	22	5	14	9	5
Colored—													
Male.....					1	1		2		1	3	2	....
Female.....										1	1		
Rural schools.....	19	12	21	9	9	17	12	12	25	14	15	13	8
White—													
Male.....	6	3	7	3	4	4	3	3	2	5	6	2	2
Female.....	11	8	10	4	6	8	8	19	11	5	4	3	3
Colored—													
Male.....	2	1	2	1	2	4		1	2	1	5	2	1
Female.....					3								
Night schools (not duplicates).....								1					
White—													
Male.....													
Female.....									1				
Colored—													
Male.....													
Female.....													

¹ Last year Las Peñas formed a part of Humacao.

² The continuation teacher in Santa Isabel is paid by the school board.

TABLE V.—*Average number of schoolrooms, double enrollments, and schools, number of teachers classified according to contract, and number of teachers classified according to sex and color—Continued.*

	Cayey.	Cldra.	Comerio.	Aguas Buenas.	Naranjito.	Aibonito.	Darranquitas.	Barros.	Coamo.	Juana Diaz.	Ponce.	Guayanilla.	Pefuelas.
Average of schools, 1914-15.....	52	33	39	28	30	38	33	51	64	100	239	42	43
Average of schools, 1913-14.....	(9)	39	43	32	33	39	32	50	(9)	112	234	42	46
Secondary schools—													
High.....													
Continuation.....	1		11			1			1		1		1
Elementary urban.....	19	9	10	8	6	11	9	8	16	16	127	10	10
Schoolrooms.....	4	7	7	6	5	9	7	6	12	12	96	8	8
Double enrollments.....	15	2	3	2	1	2	2	2	4	4	31	2	2
Rural.....	32	22	26	18	22	23	22	40	44	81	96	28	30
Schoolrooms.....	20	12	11	9	11	12	11	23	22	42	50	15	15
Double enrollments.....	12	10	12	9	11	11	11	17	22	39	49	13	15
Night—													
Urban.....	2	2	2	2	2	1		1	2	5	1	2	
Rural.....		1		1	1	1	3	2	1				
Teachers by contract, 1914-15.....	37	20	23	15	16	24	19	29	37	55	170	28	25
Teachers by contract, 1913-14.....	42	19	24	15	16	25	18	32	39	57	181	25	24
Principals.....											3		
High school.....											17		
Continuation school.....	2					2			2			1	1
Special.....													
English.....	1	1	1	1	1	1	1	1	1	1	11	1	1
English graded.....	12	5	7	4	3	8	5	5	11	11	88	6	6
Rural.....	22	13	14	10	12	12	13	23	22	42	50	17	17
Night.....													
Duplicates.....		1	3	2	2	2	1	3	2	2	4		2
Not duplicates.....		1			1	1		1	1	1	1	3	
Teachers in each kind of school, by sex and color.	37	20	23	15	16	24	19	29	37	55	170	28	25
Secondary schools.....	2					2			2		17	1	1
White—													
Male.....	1					1			1		10	1	
Female.....	1					1					7		
Colored—													
Male.....													1
Female.....									1				
Elementary urban schools.....	15	7	9	6	5	9	7	6	12	12	102	9	9
White—													
Male.....	8	2	4	1	3	1	4	2	2	4	9	2	5
Female.....	6	3	4	5	2	8	3	2	2	8	86	7	3
Colored—													
Male.....	1	2	1					2	4	4	3		1
Female.....		1							4	3			
Rural schools.....	20	12	14	9	11	12	11	23	22	42	50	15	15
White—													
Male.....	9	4	10	7	7	4	6	12	6	20	10	6	9
Female.....	10	7	4	—	4	6	4	7	6	19	22	6	5
Colored—													
Male.....	1			2		1	4	7	2	3	1	1	
Female.....		1						3	1	15	2		
Night schools (not duplicates).....		1				1	1		1	1	1	3	
White—													
Male.....													
Female.....		1				1	1			1	1	1	
Colored—													
Male.....												2	
Female.....													

¹The continuation school in Comerio is a duplicate, the ninth grade being in the same room as the eighth.

TABLE V.—*Average number of schoolrooms, double enrollments, and schools, number of teachers classified according to contract, and number of teachers classified according to sex and color—Continued.*

	Yauco.	Guanica.	San German.	Sabana Grande.	Cabo Rojo.	Lajas.	Mayaguez.	Torrimigüeros.	Maricao.	Las Marias.	Añasco.	Rincon.	Aguada.
Average of schools, 1914-15.....	91	24	89	38	68	51	126	19	33	44	49	28	36
Average of schools, 1913-14.....	119	(1)	110	41	82	53	111	20	36	46	61	31	45
Secondary schools—													
High—													
Continuation.....	1		1	1	1	1	1				1		21
Elementary urban.....	25	16	23	16	23	9	58	5	8	7	14	6	7
Schoolrooms.....	19	12	18	13	19	8	44	4	6	5	11	4	6
Double enrollments.....	6	4	5	3	4	1	14	1	2	2	3	2	1
Rural.....	62	6	62	18	40	39	63	12	22	34	31	20	27
Schoolrooms.....	31	3	32	9	21	20	33	6	11	17	18	10	15
Double enrollments.....	31	3	30	9	19	19	30	6	11	17	13	10	12
Night—													
Urban.....	2	2	3	1	3	2	2	1	1	1	2	1	2
Rural.....	1		2	1	1	2	1	1	2	1	1	1	1
Teachers by contract, 1914-15.....	55	15	55	24	47	29	88	10	18	22	34	14	24
Teachers by contract, 1913-14.....	72	(1)	57	23	46	27	96	10	20	22	33	14	23
Principals.....	1												
High school.....													
Continuation school.....	3		2		2	1	1	9					
Special.....													
English.....	1	1	2	1	2	1	4	1	1	1	1	1	1
English graded.....	18	5	14	8	11	6	35	3	6	4	9	3	6
Rural.....	32	9	35	14	29	21	39	6	11	17	20	10	15
Night.....													
Duplicates.....	3	2	1	2	1	2	4	2	3	3	1	2	1
Not duplicates.....			2	1	3						2		1
Teachers in each kind of school, by sex and color.	55	15	55	24	47	20	88	10	18	22	34	14	24
Secondary schools.....	3		3	1	2	1	9				2		1
White—													
Male.....	1		1		1			5			1		1
Female.....	2		2	1	1			4			1		1
Colored—													
Male.....													
Female.....							1						
Elementary urban schools.....	21	12	18	13	21	8	46	4	7	5	12	4	7
White—													
Male.....	7	5	6	4	6	4	10	2	4	4	2	3	3
Female.....	14	6	12	8	14	4	28	1	2	1	10	1	3
Colored—													
Male.....	1			1	1		3	1					1
Female.....							5	1					
Rural schools.....	31	3	32	9	21	20	33	6	11	17	18	10	15
White—													
Male.....	5	1	13	3	6	5	8	5	3	5	3	2	12
Female.....	18	1	14	5	15	13	14	1	7	12	10	3	3
Colored—													
Male.....	5	1	1	1		1	5				4	3	3
Female.....	3		4			1	6		1		1	2	
Night schools (not duplicates).....			2	1	3						2		1
White—													
Male.....													
Female.....			2	1	1						1		1
Colored—													
Male.....													
Female.....													

¹ Last year Guanica formed a part of Yauco.

² The continuation school in Aguada is a duplicate, the ninth grade being in the same room as the eighth.

TABLE V.—*Average number of schoolrooms, double enrollments, and schools, number of teachers classified according to contract, and number of teachers classified according to sex and color—Continued.*

	Lares.	San Sebastian.	Aguadilla.	Morá.	Isabela.	Quebradillas.	Utuado.	Adjuntas.	Jayuya.	Camuy.	Hatillo.	Arecibo.
Average of schools, 1914-15.....	74	65	71	33	56	34	107	56	36	45	42	147
Average of schools, 1913-14.....	87	70	78	36	63	38	119	57	35	46	46	153
Secondary schools—												
High.....												1
Continuation.....	1	...	1	...	1	1	1	1	...	...	...	...
Elementary urban.....	16	12	24	7	10	9	19	10	8	9	14	38
Schoolrooms.....	13	10	19	6	7	7	16	8	6	7	9	31
Double enrollments.....	3	2	5	1	3	2	3	2	2	2	2	7
Rural.....	54	50	42	24	43	22	84	42	26	33	26	104
Schoolrooms.....	27	25	21	12	22	11	42	22	13	17	13	54
Double enrollments.....	27	25	21	12	21	11	42	20	13	16	13	50
Night—												
Urban.....	1	...	3	1	2	2	2	1	1	1	1	4
Rural.....	2	3	1	1	1	1	1	2	1	2	1	...
Teachers by contract, 1914-15.....	43	36	44	18	31	20	59	32	19	25	22	97
Teachers by contract, 1913-14.....	46	37	47	18	32	19	63	32	18	26	22	100
Principals.....												1
High school.....												8
Continuation school.....	2	...	2	...	...	2	2	2	...	...	...	...
Special.....	1	1	2	...	1	1	1	1	1	1	1	2
English.....	1	1	2	1	1	1	1	1	1	1	1	4
English graded.....	9	8	15	5	7	6	11	6	4	6	4	26
Rural.....	29	26	23	12	22	12	45	23	14	17	17	56
Night.....												...
Duplicates.....	2	3	2	2	3	3	3	3	2	3	2	4
Not duplicates.....	1	...	2	...	...	...	...	...	...	...	...	...
Teachers in each kind of school, by sex and color.....	43	36	44	18	31	20	59	32	19	25	22	97
Secondary schools.....							2	...	...	...	...	10
White—												
Male.....	1	...	1	...	...	1	...	...	...	...	...	5
Female.....	1	...	1	...	...	1	...	...	...	...	...	5
Colored—												...
Male.....	1	...	1	1	...	1	1	1	1	1	1	2
Female.....	1	...	2	1	...	1	1	1	1	1	1	...
Elementary urban schools.....	13	11	19	6	9	9	15	8	6	8	9	33
White—												
Male.....	2	4	2	4	6	4	3	1	5	3	4	4
Female.....	10	7	14	1	3	5	12	5	...	5	5	27
Colored—												
Male.....	1	...	1	1	...	1	1	1	1	1	1	2
Female.....	1	...	2	1	...	1	1	1	1	1	1	...
Rural schools.....	27	25	21	12	22	11	42	22	13	17	13	54
White—												
Male.....	7	11	10	8	14	7	15	13	5	10	5	11
Female.....	18	9	7	2	6	3	24	8	4	6	6	38
Colored—												
Male.....	1	2	1	2	2	...	1	1	4	2	1	1
Female.....	1	3	3	...	1	2	...	1	1	1	1	6
Night schools (not duplicates).....	1	...	2	...	...	...	...	...	...	...	...	...
White—												
Male.....	1	...	1	...	...	1	...	...	...	...	...	...
Female.....	1	...	1	...	...	1	...	...	...	...	...	...
Colored—												
Male.....	1	...	1	1	...	1	1	1	1	1	1	1
Female.....	1	...	1	1	...	1	1	1	1	1	1	6

TABLE V.—*Average number of schoolrooms, double enrollments, and schools, number of teachers classified according to contract, and schools, number of teachers classified according to sex and color—Continued.*

	Manati.	Barceloneta.	Ciales.	Vega Baja.	Vega Alta.	Corozal.	Morovis.	Toa Baja.	Toa Alta.	Dorado.	Bayamon.	Guayanah.	Culebra.
Average of schools, 1914-15.....	56	32											
Average of schools, 1913-14.....	58	40	66	58	32	43	40	28	37	20	90	30	5
Secondary schools—													
High.....													
Continuation.....			1	1								1	
Elementary urban.....	23	13	12	12	8	9	7	12	7	6	48	6	
Schoolrooms.....	15	10	9	9	6	7	5	9	5	5	36	4	
Double enrollments.....	5	3	3	3	2	2	2	3	2	1	12	2	
Rural.....	33	17	47	34	22	32	31	14	28	12	37	22	4
Schoolrooms.....	17	9	21	17	11	16	16	7	14	7	20	11	3
Double enrollments.....	16	8	23	17	11	16	15	7	14	5	17	11	1
Night—													
Urban.....	3	2	1	2	2	1	1	2	1	1	4	1	
Rural.....		2	1		1	1		1	1	1	1	1	
Teachers by contract, 1914-15.....	32	19	36	29	17	24	21	18	19	13	60	15	3
Teachers by contract, 1913-14.....	36	18	35	31	17	25	21	19	19	11	66	15	2
Principals.....													
High school.....													
Continuation school.....			2	2									
Special.....												2	
English.....	1	1	1	1	1	1	1	1	1	1	1	4	
English graded.....	11	4	7	7	4	4	4	7	4	4	31	3	
Rural.....	17	14	25	19	12	18	16	8	14	7	23	11	3
Night.....													
Duplicates.....	3	2	2	3	2	2	2	1	2	1	4	2	1
Not duplicates.....		1			1			1	1	1	1	1	
Teachers in each kind of school, by sex and color	32	19	36	29	17	24	21	18	19	13	60	15	3
Secondary schools.....					2	2						2	
White—													
Male.....													
Female.....			1	1									
Colored—					1	1						1	
Male.....												1	
Female.....													
Elementary urban schools.....	15	10	9	10	6	8	5	9	5	5	38	4	
White—													
Male.....	2	4	5	6	3	3	5	3	3	1	7	1	
Female.....	10	4	3	4	3	3		4	2	1	20	3	
Colored—					2	1		1	1	1	2		
Male.....	2	2	1										
Female.....	1				1		1	1	1	2	9		
Rural schools.....	17	9	24	17	11	16	16	8	14	7	20	11	3
White—													
Male.....	2	2	11	4	6	11	12	2	5	5	6	4	
Female.....	8	4	11	6	4	4	3	3	5	2	8	4	2
Colored—					3	1	1	1	2	3	3	1	
Male.....	3		5		1		1	3	2				
Female.....	4	3	1	2	1		1	3	2	3	3	2	
Night schools (not duplicates).....				1				1	1				
White—													
Male.....													
Female.....													
Colored—					1				1	1			
Male.....													
Female.....									1	1			

TABLE VI.—*Pupils enrolled in each grade, full time and half time.*

Enrollment by grades.		Porto Rico.	San Juan.	Rio Piedras.	Trujillo Alto.	Carolina.	Rio Grande.	Loiza.	Fajardo.	Ceiba.	Luquillo.	Naguabo.	Vieques.
Enrolled during 1914-15.....		168,319	9,200	2,830	1,140	2,264	1,936	1,039	1,997	646	936	2,225	1,263
Secondary schools.....		2,960											
High.....		1,673	553						83				
Twelfth grade.....		125	38						1				
Eleventh grade.....		223	77						14				
Tenth grade.....		452	135						22				
Ninth grade.....		873	303						46				
Continuation.....		1,287				43	34					25	
Tenth grade.....		294				10	9						
Ninth grade.....		993				33	25					25	
Elementary urban.....		65,428	8,366	935	291	662	730	848	1,391	223	340	904	631
Full time.....		34,997	1,110	522	141	370	380	390	870	140	148	492	320
Half time.....		30,431	4,256	413	150	292	340	458	531	143	192	412	311
Eighth grade.....		2,693	310	52	15	54	39	19	55	....	13	37	20
Seventh grade.....		3,302	329	51	10	50	44	24	49	9	12	39	36
Sixth grade.....		4,285	487	106	16	48	62	23	86	5	21	70	57
Fifth grade.....		5,809	776	53	21	57	77	55	95	18	21	90	54
Fourth grade—													
Full time.....		7,700	762	116	35	53	95	121	135	27	34	116	65
Half time.....		71											
Third grade—													
Full time.....		9,278	1,131	144	44	108	73	75	229	21	47	140	98
Half time.....		863	108					73					
Second grade—													
Full time.....		1,436	269						43				
Half time.....		12,097	1,495	252	72	142	128	164	307	52	46	174	117
First grade—													
Full time.....		494	46						392	91	146	238	184
Rural schools.....		91,966		1,666	773	1,447	1,070	1,061	523	307	516	1,144	563
Full time.....		6,189		18	17	296	126		412	50	116	92	39
Half time.....		85,777		1,598	756	1,151	944	1,061	111	257	400	1,052	524
Seventh grade—													
Full time.....		3											
Half time.....		3											
Sixth grade—													
Full time.....		47											
Half time.....		80											
Fifth grade—													
Full time.....		108		45			4	2					
Half time.....		108											7
Fourth grade—													
Full time.....		728		90	8	24	21		14	8	36	44	
Half time.....		6,989		70	158	101	74		23	61	110	39	
Third grade—													
Full time.....		1,286		9	28	42		71	13	48		8	
Half time.....		13,307		237	137	211	153	183	30	47	61	142	99
Second grade—													
Full time.....		1,483		452	216	311	247	275	117	15	48		7
Half time.....		22,128							21	62	91	312	102
First grade—													
Full time.....		2,534		18	179	34		210	27	55		24	
Half time.....		42,662		333	471	441	529	60	125	212	488	277	
Night schools.....		7,965	281	229	76	112	102	130		116	80	152	69

TABLE VI.—*Pupils enrolled in each grade, full time and half time—Continued.*

Enrollment by grades.	Huancaco.	Las Piedras.	Yabucoa.	Maunabo.	Arroyo.	Patillas.	Juncos.	Gurabo.	Caguas.	San Lorenzo.	Guayanilla.	Salinas.	Santa Isabel.
Enrolled during 1914-15.....	2,769	1,175	2,457	920	1,336	1,905	1,920	1,553	3,925	1,750	3,190	1,662	1,005
Secondary schools—High.....	117												
Twelfth grade.....	10												
Eleventh grade.....	10												
Tenth grade.....	36												
Ninth grade.....	61												
Continuation.....		22		29			36		55		98		23
Tenth grade.....				10			14		25		30		9
Ninth grade.....		22		19			22		30		68		14
Elementary urban.....	1,301	194	710	270	675	563	739	499	1,924	637	1,874	677	416
Full time.....	755	87	373	109	337	264	451	336	916	275	949	581	416
Half time.....	546	107	337	161	338	299	308	163	1,008	362	925	96	.....
Eighth grade.....	58	8	31	10	20	11	33	14	57	22	85	18	20
Seventh grade.....	66	17	49	8	40	15	46	26	66	20	89	16	23
Sixth grade.....	119	9	47	13	57	28	25	43	104	33	140	20	42
Fifth grade.....	115	15	68	17	48	40	117	50	151	46	106	33	34
Fourth grade—													
Full time.....	121	24	94	25	55	85	94	71	251	44	288	66	57
Half time.....	26												
Third grade—													
Full time.....	211	14	52	36	117	85	136	80	277	110	241	39	132
Half time.....	29	1	32										92
Second grade—													
Full time.....	65												
Half time.....	253	52	136	60	121	75	166	52	50	10	399	172	433
First grade—													
Full time.....													
Half time.....	238	54	201	95	217	224	142	113	609	190	453	173	133
Rural schools.....	1,247	917	1,018	573	566	1,270	984	972	1,771	1,002	1,091	921	491
Full time.....	217		408	89	90	87	53						
Half time.....	1,030	917	1,210	484	476	1,183	931	972	1,582	1,002	1,091	729	231
Fifth grade—													
Full time.....				11									
Half time.....			1	16		18							
Fourth grade—													
Full time.....	15		99		30	8							
Half time.....	70	87	79	52	7	92	95	118	61	92	77	35	8
Third grade—													
Full time.....	39		149	14	16	18	23						22
Half time.....	158	169	168	75	77	183	135	128	252	129	161	111	40
Second grade—													
Full time.....	30		73	35	18	11	30						41
Half time.....	244	249	422	103	133	261	273	247	457	303	262	215	58
First grade—													
Full time.....	133		76	40	26	50							125
Half time.....	558	412	540	238	259	629	428	479	812	462	591	386	133
Night schools.....	104	64	107	77	66	72	141	82	175	111	127	64	75

TABLE VI.—*Pupils enrolled in each grade, full time and half time—Continued.*

Enrollment by grades.														
	Cayey.	Cierra.	Comerio.	Aguas Buenas.	Naranjito.	Albonito.	Barranquitas.	Barros.	Ccano.	Juana Diaz.	Ponce.	Guayanilla.	Puñuelas.	
Enrolled during 1914-15.....	2,316	1,447	1,435	1,005	1,161	1,622	1,402	1,961	2,555	3,916	10,472	1,830	1,678	
Secondary schools—														
High.....											543			
Twelfth grade.....											48			
Eleventh grade.....											82			
Tenth grade.....											153			
Ninth grade.....											260			
Continuation.....	47		14			21			39			24	16	
Tenth grade.....											5			
Ninth grade.....	47		14			21			24		19		16	
Elementary urban.....	1,012	451	461	412	294	534	425	356	831	798	6,454	505	449	
Full time.....	546	215	173	291	196	343	279	184	421	418	3,017	309	281	
Half time.....	466	206	288	121	98	191	146	172	410	380	3,437	196	168	
Eighth grade.....	35	17	21	13	12	18	12	14	40	50	282	24	24	
Seventh grade.....	97	23	11	11	12	30	34	13	45	41	337	20	25	
Sixth grade.....	50	22	29	19	27	47	34	30	59	38	358	38	52	
Fifth grade.....	50	28	23	23	19	58	75	35	85	74	336	77	29	
Fourth grade—														
Full time.....	103	51	35	40	73	87	48	33	100	104	829	77	68	
Half time.....											45			
Third grade—														
Full time.....	186	104	52	76	32	103	46	54	92	111	622	73	53	
Half time.....											189			
Second grade—														
Full time.....	25				21						110		30	
Half time.....	223	103	83	73	56	91	85	80	165	143	1,301	88	72	
First grade—														
Full time.....											93			
Half time.....	243	103	205	148	42	100	91	92	245	237	1,902	108	96	
Rural schools.....	1,287	879	893	644	813	935	909	1,527	1,575	3,008	3,216	1,164	1,129	
Full time.....	330	150	146	43	813	43		308		112	232	107		
Half time.....	957	729	747	644	892	909	1,210	1,575	2,896	2,084	1,057		1,129	
Seventh grade—														
Full time.....														
Half time.....											3			
Sixth grade—														
Full time.....														
Half time.....														
Fifth grade—														
Full time.....														
Half time.....														
Fourth grade—														
Full time.....	56	41	61	39	50	125	102	55	188	242	149	120	84	
Half time.....														
Third grade—														
Full time.....	45	29	19	102	101	138	129	77	253	9	104	7		
Half time.....	139	82	97					154		490	430	176	168	
Second grade—														
Full time.....	89	41	53	196	214	208	266	72	381	31	14	11		
Half time.....	256	217	189					311		631	905	289	251	
First grade—														
Full time.....	196	70	58	307	448	421	400	104	739	17	37	89		
Half time.....	506	389	384					682		1,482	1,476	464	619	
Night schools.....				117	67	39	54	132	68	78	110	259	137	84

TABLE VI.—*Pupils enrolled in each grade, full time and half time—Continued.*

Enrollment by grades.		Yauco.	Guanica.	San German.	Sabana Grande.	Cabo Rojo.	Lajas.	Mayaguez.	Hormigueros.	Maricao.	Las Marías.	Añasco.	Rincon.	Aguada.
Enrolled during 1914-15.....		3,966	1,046	3,071	1,524	2,991	2,025	5,600	738	1,185	1,440	2,162	1,124	1,337
Secondary schools— High.....								201						
Twelfth grade.....								21						
Eleventh grade.....								27						
Tenth grade.....								48						
Ninth grade.....								105						
Continuation.....		100	.....	83	29	105	24	.....				45	.....	17
Tenth grade.....		44	.....	28	.....	20	.....					15	.....
Ninth grade.....		56	.....	55	29	85	24	.....				30	.....	17
Elementary.....		1,244	777	1,030	708	1,176	465	3,007	220	380	258	769	259	311
Full time.....		698	368	589	468	779	363	1,669	143	193	99	400	124	224
Half time.....		546	409	441	240	397	102	1,338	77	187	159	369	135	87
Eighth grade.....		56	12	54	50	53	28	146	6	16	11	52	8	20
Seventh grade.....		43	36	39	47	102	40	180	15	19	9	40	9	20
Sixth grade.....		81	47	85	62	117	50	247	14	23	10	47	16	21
Fifth grade.....		118	65	116	56	193	53	373	24	30	11	44	25	23
Fourth grade—														
Full time.....		131	101	123	117	53	54	430	.....	51	27	101	30	33
Half time.....														
Third grade—														
Full time.....		226	107	172	136	261	48	264	54	54	31	116	36	70
Half time.....								268						
Second grade—														
Full time.....		43	.....	.....	.....	.....	90	29	30	.....	93	67	114	46
First grade—								398						
Full time.....		287	161	220	120	224								37
Half time.....														
First grade—														
Full time.....		259	248	221	120	173	102	672	77	94	92	255	89	87
Rural schools.....		2,498	186	1,844	686	1,526	1,451	2,247	441	715	1,102	1,211	803	962
Full time.....														
Half time.....		2,498	186	1,728	686	1,386	1,319	1,965	441	715	1,090	3	263	347
Half time.....												948	803	615
Seventh grade—														
Full time.....														
Half time.....														3
Sixth grade—														
Full time.....														
Half time.....														
Fifth grade—														6
Full time.....														
Half time.....														
Fourth grade—														
Full time.....														
Half time.....														
Third grade—														
Full time.....														
Half time.....														
Second grade—														
Full time.....														
Half time.....														
First grade—														
Full time.....														
Half time.....														
Night schools.....		124	83	114	101	184	85	145	77	90	80	137	62	47

TABLE VI.—*Pupils enrolled in each grade, full time and half time—Continued.*

Enrollment by grades.		Lares.	San Sebastian.	Aguadilla.	Moca.	Isabela.	Quebradillas.	Utuado.	Adjuntas.	Jayuya.	Camuy.	Tainillo.	Arecibo.
Enrolled during 1914-15.		3,108	2,730	3,364	1,295	2,256	1,311	5,012	2,484	1,617	1,904	1,699	5,988
Secondary schools—													
High.....													170
Twelfth grade.....													7
Eleventh grade.....													13
Tenth grade.....													58
Ninth grade.....													98
Continuation.....		30		64				31	20	28			
Tenth grade.....				16					8				
Ninth grade.....		30		48				31	12	28			
Elementary urban.....		761	590	1,246	351	465	400	802	471	366	418	573	1,808
Full time.....		459	409	738	243	206	229	601	307	164	223	230	1,197
Half time.....		302	181	518	168	259	171	291	164	202	195	343	611
Eighth grade.....		36	26	53	21	19	20	43	31		17	16	83
Seventh grade.....		54	38	105	10	16	20	49	31	16	43	20	89
Sixth grade.....		70	68	70	20	31	35	38	35	14	23	22	137
Fifth grade.....		89	66	142	42	36	51	154	52	35	37	46	182
Fourth grade—													
Full time.....		190	75	162	39	52	51	133	55	46	36	75	293
Half time.....													
Third grade—													
Full time.....		110	100	196	32	52	52	184	75	53	67	51	283
Half time.....												41	
Second grade—													
Full time.....													
Half time.....		162	90	277	15	165	66	177	63	86	99	134	232
First grade—													
Full time.....													
Half time.....		140	91	241	93	94	105	114	101	116	96	168	379
Rural schools.....		2,295	2,660	1,832	895	1,686	789	3,952	1,834	1,178	1,326	1,034	3,815
Full time.....													
Half time.....		2,295	2,660	1,832	895	1,537	789	3,952	1,682	1,178	1,215	1,034	3,652
Seventh grade—													
Full time.....													
Half time.....													
Sixth grade—													
Full time.....													
Half time.....		6										10	
Fifth grade—													
Full time.....													
Half time.....		16		48	5	13		11		18	66	21	63
Fourth grade—													
Full time.....													
Half time.....		291	273	174	46	46	79	379	26	65	163	140	332
Third grade—													
Full time.....													
Half time.....		414	357	351	166	30	151	569	297	180	239	176	522
Second grade—													
Full time.....													
Half time.....		654	593	487	241	446	156	1,018	409	358	303	319	868
First grade—													
Full time.....													
Half time.....		914	837	772	437	787	403	1,975	930	557	428	378	1,868
Night schools.....		112	80	222	49	105	91	148	181	73	160	92	180

TABLE VI.—*Pupils enrolled in each grade, full time and half time—Continued.*

Enrollment by grades.		Mamati.	Barceloneta.	Ciales.	Vega Baja.	Vega Alta.	Corozal.	Morovis.	Toca Baja.	Toca Alta.	Dorado.	Bayamon.	Guayanabo.	Culabria.
Enrolled during 1914-15.....		2,287	1,355	2,421	2,154	1,225	1,762	1,705	1,234	1,511	826	4,314	1,287	208
Secondary schools—High.....														
Twelfth grade.....														
Eleventh grade.....														
Tenth grade.....														
Ninth grade.....														
Continuation.....				39	56							90		
Tenth grade.....				16								20		
Ninth grade.....				39	40							70		
Elementary urban.....		982	589	521	591	325	409	326	554	307	324	2,524	229	
Full time.....		464	303	280	340	153	220	151	257	198	124	1,338	73	
Half time.....		518	286	241	251	172	189	175	297	109	200	1,186	156	
Eighth grade.....		39		33	26	25	20	13	11			83		
Seventh grade.....		58	20	33	29	15	9	13	21	12		148	9	
Sixth grade.....		43	30	37	41	12	28	17	23	13	13	174	7	
Fifth grade.....		97	47	54	56	23	25	36	42	27	23	188	11	
Fourth grade—														
Full time.....		109	60	51	58	17	34	39	64	36	23	319	17	
Half time.....														
Third grade—														
Full time.....		118	74	72	107	56	56	33	76	52	52	426	29	
Half time.....												67	16	
Second grade—														
Full time.....														
Half time.....														
First grade—														
Full time.....														
Half time.....														
Rural schools.....		1,171	668	1,760	1,369	814	1,304	1,297	582	1,107	421	1,503	983	177
Full time.....		32	64			28	25	49				52	210	
Half time.....		1,139	604	1,760	1,369	786	1,279	1,248	582	1,107	369	1,293	983	112
Sixth grade—														
Full time.....														
Half time.....														
Fifth grade—														
Full time.....														
Half time.....														
Fourth grade—														
Full time.....														
Half time.....														
Third grade—														
Full time.....														
Half time.....														
Second grade—														
Full time.....														
Half time.....														
First grade—														
Full time.....														
Half time.....														
Night schools.....		134	98	101	138	80	49	82	98	97	81	197	.75	31

TABLE No. VII.—*Distribution, by grades and sex, of pupils enrolled during the years 1913-14 and 1914-15.*

SECONDARY SCHOOLS.

Grades.	1913-14				Grades.	1914-15			
	Boys.	Girls.	Total.	Per cent in each grade.		Boys.	Girls.	Total.	Per cent in each grade
12.....	75	36	111	4.8	High.....	84	41	125	4.2
11.....	116	86	202	8.8		135	88	223	7.5
10.....	268	248	516	22.6		241	211	452	15.3
10.....					Continuation.....	142	152	294	9.9
9.....	735	724	1,459	63.8	High.....	442	431	873	29.5
9.....					Continuation.....	494	499	993	33.6
Total.....	1,194	1,094	2,288	100	Secondary.....	1,538	1,422	2,960	100
					High.....	902	771	1,673	
					Continuation.....	636	651	1,287	

ELEMENTARY URBAN SCHOOLS.

8.....	1,313	1,392	2,735	3.9	.....	1,377	1,316	2,693	4.1
7.....	1,484	1,387	2,871	4.0	.....	1,659	1,643	3,302	5.1
6.....	2,156	2,078	4,234	6.0	.....	2,210	2,075	4,285	6.5
5.....	2,892	2,715	5,607	7.9	.....	3,033	2,776	5,809	8.9
4.....	4,166	3,706	7,872	11.1	.....	3,951	3,820	7,771	11.9
3.....	5,486	5,211	10,697	15.1	.....	5,271	4,870	10,141	15.5
2.....	7,886	6,551	14,437	20.3	.....	7,152	6,381	13,533	20.7
1.....	11,856	10,645	22,501	31.7	.....	9,205	8,689	17,894	27.3
Total.....	37,269	33,685	70,954	100	.....	33,858	31,570	65,428	100

RURAL SCHOOLS.

7.....	2	2	4	.....	2	4	6	.....
6.....	133	77	210	0.1	74	53	127	0.1	
5.....	904	468	1,372	1.3	472	244	716	.8	
4.....	4,439	2,438	6,877	6.3	4,899	2,818	7,717	8.4	
3.....	8,580	5,618	14,198	13.0	8,722	5,871	14,593	15.9	
2.....	13,450	9,719	23,169	21.2	13,920	9,681	23,611	25.7	
1.....	37,700	25,994	63,694	58.1	26,428	18,768	45,196	49.1	
Total.....	65,208	44,310	109,524	100	54,517	37,449	91,966	100

NIGHT SCHOOLS.

Total.....	20,998	3,246	24,244	.....	7,001	904	7,965	.....
Grand total	124,660	\$2,341	207,010	.....	96,914	71,405	168,319	.....

TABLE VIII.—*Distribution, by age and sex, of pupils enrolled during the years 1913-14 and 1914-15.*

SECONDARY SCHOOLS.

Ages.	1913-14				1914-15			
	Boys.	Girls.	Total.	Per cent at each age.	Boys.	Girls.	Total.	Per cent at each age.
					Boys.	Girls.	Total.	Per cent at each age.
12.....	1	1	1	0.2	3	4	7	0.2
13.....	3	4	7	.8	17	7	24	.8
14.....	51	41	92	4.0	44	43	87	3.0
15.....	98	121	219	9.5	129	126	246	8.3
16.....	211	212	423	18.5	280	272	552	18.7
17.....	278	281	559	21.5	354	372	726	21.5
18.....	279	246	525	22.9	356	327	683	23.1
Over 18.....	273	192	465	20.4	358	275	633	21.4
19.....					212	169	381	12.9
20.....					102	69	171	5.8
21.....					37	22	59	2.0
22.....					6	11	17	.6
23.....					1	3	4	.1
24.....					1	1	1	
Total.....	1,194	1,091	2,288	100	1,532	1,428	2,960	100

ELEMENTARY URBAN SCHOOLS.

5.....	988	1,038	2,026	2.9	308	339	647	1.0
6.....	2,277	2,358	4,535	6.4	1,732	1,785	3,517	5.4
7.....	3,006	2,956	5,962	8.4	2,782	2,739	5,521	8.4
8.....	3,723	3,510	7,233	10.3	3,386	3,306	6,692	10.3
9.....	3,747	3,320	7,067	9.9	3,143	3,126	6,269	9.6
10.....	4,474	4,057	8,531	12.0	4,201	3,812	8,016	12.3
11.....	3,450	3,272	6,731	9.5	3,410	3,247	6,657	10.2
12.....	4,377	3,719	8,096	11.4	4,278	3,855	8,133	12.4
13.....	3,579	3,133	6,712	9.4	3,282	3,098	6,380	9.8
14.....	3,120	2,603	5,723	8.1	2,831	2,500	5,331	8.2
15.....	2,256	1,933	4,189	5.8	2,114	1,905	4,019	6.1
16.....	1,276	1,091	2,367	3.4	1,371	1,18	2,499	3.8
17.....	600	513	1,113	1.6	629	497	1,126	1.7
18.....	270	222	492	.7	280	170	459	.7
Over 18.....	117	60	177	.2	118	44	162	.2
19.....					94	39	133	.2
20.....					15	1	16	
21.....					8	3	11	
22.....					1	1	1	
Total.....	37,269	33,685	70,954	100	33,868	31,560	65,428	100

RURAL SCHOOLS.

5.....	1,496	1,217	2,713	2.6	661	560	1,221	1.3
6.....	4,331	3,277	7,608	6.9	3,307	2,518	5,825	6.3
7.....	6,872	4,951	11,823	10.8	5,129	4,037	9,466	10.3
8.....	8,285	5,985	11,270	13.1	6,985	5,136	12,121	13.2
9.....	6,738	5,122	11,860	10.8	6,210	4,586	10,835	11.8
10.....	9,113	6,551	15,664	14.4	8,016	5,907	13,923	15.1
11.....	6,800	4,517	11,347	10.4	5,725	4,225	9,950	10.8
12.....	7,639	5,190	12,829	11.7	6,917	4,567	11,481	12.5
13.....	5,140	3,168	8,368	7.6	4,381	2,833	7,214	7.8
14.....	4,536	2,375	6,911	6.4	3,409	1,704	5,113	5.6
15.....	2,626	1,267	3,893	3.1	2,108	932	3,910	3.3
16.....	1,000	430	1,430	1.4	862	205	1,157	1.3
17.....	386	150	536	.5	262	80	351	.4
18.....	189	64	253	.2	181	50	234	.3
Over 18.....	57	22	79	.1	19	10	29	
19.....					7	3	10	
20.....					5	3	8	
21.....					4	4	8	
22.....					3	3	3	
Total.....	65,208	44,316	100,524	100	54,517	37,449	91,966	100

TABLE VIII.—*Distribution, by age and sex, of pupils enrolled during the years 1913–14 and 1914–15—Continued.*

NIGHT SCHOOLS.

Ages.	1913–14				1914–15			
	Boys.	Girls.	Total.	Per cent at each age.	Boys.	Girls.	Total.	Per cent at each age.
5.....		4	4		5		5	
6.....	2	5	7		4	6	10	0.1
7.....	14	14	28	0.1	6	2	8	.1
8.....	33	25	58	.2	21	16	37	.5
9.....	30	24	54	.2	43	19	62	.8
10.....	112	110	212	.9	71	38	109	1.4
11.....	119	85	204	.9	89	40	129	1.6
12.....	419	226	645	2.7	284	109	393	5.0
13.....	478	199	677	2.8	248	70	318	4.0
14.....	902	312	1,214	5.0	363	89	452	5.7
15.....	1,378	400	1,778	7.3	568	112	680	8.5
16.....	1,537	400	1,937	8.0	520	92	612	7.7
17.....	1,479	300	1,779	7.3	517	81	598	7.5
18.....	2,418	387	2,805	11.6	801	109	910	11.4
Over 18.....	12,077	765	12,842	53.0	3,461	181	3,642	45.7
19.....					540	50	590	7.4
20.....					593	42	635	7.9
21.....					460	11	471	5.9
22.....					389	13	402	5.0
23.....					314	5	319	4.0
24.....					240	21	261	3.3
25.....					287	5	292	3.7
26.....					103	6	109	1.3
27.....					66	2	68	.9
28.....					1.1	5	106	1.3
29.....					62	5	67	.8
30.....					123	11	134	1.7
31.....					11	1	12	.2
32.....					38	1	39	.5
33.....					13		13	.2
34.....					12		12	.2
35.....					29	1	30	.4
36.....					18	1	19	.2
37 to 60.....					62	1	63	.8
Total.....	20,998	3,246	24,244	100	7,001	964	7,965	100

TABLE IX.—*Distribution, by grades and ages, of pupils enrolled during the year 1914–15.*

A. SECONDARY SCHOOLS.

Ages.	High schools.				Continuation schools.			All secondary schools.				Total.			
	Grades.				Total.	Ages.	Grades.		Total.	Ages.	Grades.				
	12	11	10	9			10	9			12	11	10	9	
12.....			5	5	12	2	2	12	.....	.....	2	2	7	7
13.....		2	11	13	13	13	11	11	13	.....	.....	10	22	24
14.....	2	10	40	52	14	35	35	14	.....	.....	3	10	75	87
15.....	6	30	89	125	15	14	107	121	15	.....	.....	44	196	246
16.....	12	20	78	187	207	16	42	213	255	16	12	20	120	400	
17.....	20	35	96	229	330	17	78	268	346	17	20	35	174	497	
18.....	29	64	116	171	380	18	85	218	303	18	29	64	201	389	
19.....	31	57	69	89	246	19	47	88	135	19	31	57	116	177	
20.....	21	28	30	33	112	20	19	40	59	20	21	28	49	73	
21.....	8	8	18	9	43	21	7	9	16	21	8	8	25	59	
22.....	2	3	3	8	16	22	1	1	23	2	3	3	8	16	
23.....	2	.....	2	4	23	2	1	3	24	.....	.....	3	5	3
Total.	125	223	452	873	1,673	Total.	294	993	1,287	Total.	125	223	716	1,866	
Average ages..	18.6	18.2	17.6	17.0	17.4		17.7	17.0	17.1		18.3	18.2	17.8	17.0	
														17.3	

TABLE IX.—*Distribution, by grades and ages, of pupils enrolled during the year 1914–15—Continued.*

B. ELEMENTARY URBAN SCHOOLS.

Ages.	Grades.								Total.
	8	7	6	5	4	3	2	1	
5.....								6	641 647
6.....						1	181	3,335	3,517
7.....					1	118	1,079	4,323	5,521
8.....				2	59	546	2,354	3,731	6,692
9.....			3	30	332	1,220	2,489	2,195	6,269
10.....	1	24	31	222	907	2,118	2,850	1,386	8,016
11.....	1	24	147	637	1,392	1,859	1,797	800	6,657
12.....	25	166	522	1,132	1,881	2,072	1,667	668	8,133
13.....	99	383	829	1,395	1,513	1,226	737	198	6,380
14.....	333	694	1,018	1,222	1,031	674	271	88	5,321
15.....	597	800	970	814	485	243	87	23	4,019
16.....	737	719	555	274	147	51	12	4	2,499
17.....	552	325	154	66	17	7	3	2	1,126
18.....	233	153	47	14	6	6	—	—	459
19.....	95	30	7	1	—	—	—	—	133
20.....	10	5	1	—	—	—	—	—	16
21.....	9	1	1	—	—	—	—	—	3 11
22.....	1	—	—	—	—	—	—	—	3 1
26.....	—	1	—	—	—	—	—	—	1
Total.....	2,693	3,302	4,285	5,809	7,771	10,141	13,533	17,894	65,428
Average ages.....	15.9	15.0	14.1	13.1	12.2	11.1	9.8	8.0	10.9

C. RURAL SCHOOLS.

Ages.	Grades.								Total.
	7	6	5	4	3	2	1		
5.....							5	1,219	1,224
6.....					6	78	5,741	5,825	
7.....					34	680	8,752	9,466	
8.....				29	323	2,384	9,385	12,121	
9.....			3	106	912	3,358	6,456	10,835	
10.....			13	475	2,185	5,088	6,162	13,923	
11.....			4	34	875	2,413	3,766	2,858	9,950
12.....		8	93	1,690	3,260	3,863	2,570	11,484	
13.....		15	152	1,568	2,351	2,065	1,063	7,214	
14.....	2	36	173	1,456	1,675	1,219	552	5,113	
15.....	3	32	135	948	906	740	276	3,040	
16.....	1	18	67	379	343	254	95	1,157	
17.....		8	24	115	116	60	28	351	
18.....		5	20	72	64	49	24	234	
19.....		1	1	3	3	1	3	12	
20.....			1	1	1	—	5	8	
21.....						1	7	8	
22.....						1	—	—	1
Total.....	6	127	716	7,717	14,593	23,611	45,196	91,966	
Average ages.....	14.8	14.6	13.9	12.9	12.0	10.8	8.6	10.1	

D. NIGHT SCHOOLS.

Total enrolled:	Average ages:		
Males.....	Males.....		19.1
Females.....	Females.....		15.7
Total.....	Both.....		18.7

TABLE X.—*Promotion of pupils enrolled during the year 1914–15.*
ELEMENTARY URBAN DAY SCHOOLS.

Grades.	Pupils enrolled.	Promoted after having been in the grade—					Twice promoted (duplicates).	Total promoted.	Not promoted after having been in the grade—					Total not promoted.
		Less than 1 year.	1 year.	1 to 2 years.	More than 2 years.				Less than 1 year.	1 year.	1 to 2 years.	More than 2 years.		
1	2	3	4	5	6	7	8	9	10	11	12	13		

PUPILS ON FULL TIME.

8.....	2,693	47	1,607	217	9.....	1,880	248	503	60	2	813	
7.....	3,302	67	1,989	210	5.....	2,271	370	588	70	3	1,031	
6.....	4,285	157	2,373	292	1.....	2,823	614	758	87	3	1,462	
5.....	5,809	170	3,135	504	8.....	3,817	869	953	166	4	1,992	
4.....	7,700	269	3,722	754	7.....	4,752	1,030	1,698	201	19	2,948	
3.....	9,278	363	4,159	1,113	59.....	5,694	1,047	2,197	326	14	3,584	
2.....	1,436	57	560	327	37.....	41	981	80	219	148	8	455
1.....	494	4	182	77	23.....	1	286	92	63	46	7	208
Total.....	34,997	1,134	17,727	3,494	149.....	492	22,504	4,350	6,979	1,104	60	12,493

PUPILS ON HALF TIME.

4.....	71	2	29	4.....	1	35	13	23.....		36		
3.....	863	23	318	93.....	1	435	70	303	52	3	428	
2.....	12,097	424	4,082	1,860	297.....	53	6,663	1,331	2,820	1,125	158	5,434
1.....	17,400	648	2,904	3,926	445.....	58	7,923	2,783	3,760	2,700	234	9,477
Total.....	30,431	1,097	7,333	5,883	743.....	112	15,056	4,197	6,906	3,877	395	15,375
Grand total.....	65,428	2,231	25,060	9,377	892.....	604	37,560	8,547	13,885	4,981	455	27,868

RURAL DAY SCHOOLS.

PUPILS ON FULL TIME.

7.....	3.....	30.....				30.....	6.....	11.....			3	
6.....	47.....					68.....	20	11.....	8.....	1	17	
5.....	108	14	46	7.....	1	68.....	387	131	83	7	40	
4.....	728	60	277	63	61.....	461	82	135	23	27	267	
3.....	1,286	49	476	115	106.....	3	746	147	313	36	44	540
2.....	1,483	61	471	268	168.....	8	968	132	215	112	56	515
1.....	2,534	96	521	621	163.....	7	1,401	476	212	381	64	1,133
Total.....	6,189	280	1,821	1,074	499.....	18	3,674	866	897	560	192	2,515

PUPILS ON HALF TIME.

7.....	3.....	36.....				58.....	15	3.....			3	
6.....	80.....	8	36	14.....	14	5.....	5	15	7	22	22	
5.....	608	25	309	42.....	11	3	387	131	83	7	221	
4.....	6,989	259	3,010	735	586	5	4,590	810	1,100	214	245	2,399
3.....	13,307	481	5,645	1,360	1,223	54	8,709	1,256	2,246	530	566	4,598
2.....	22,128	919	8,724	3,294	1,346	106	14,283	1,855	3,712	1,574	704	7,845
1.....	42,662	1,647	7,646	9,695	1,754	135	20,742	6,479	8,534	5,941	966	21,920
Total.....	85,777	3,339	25,370	15,126	4,934	303	48,769	10,576	15,685	8,266	2,481	37,008
Grand total.....	91,966	3,619	27,191	16,200	5,433	321	52,443	11,442	16,582	8,826	2,673	39,523

NOTE.—In the foregoing tables on the promotion of pupils in the elementary day schools the number of pupils enrolled (column 2) is the total of pupils enrolled during the year, exclusive of duplicates. They are classified according to the grade each pupil belonged to on entering school. The promotions include those made during the year as well as at its close. In some cases pupils were promoted twice, once during the year, and again at its close. These are indicated in column 7. Their first promotion is included in the columns 3 to 6. Their second promotion was evidently made after less than a year spent in the grade. The whole number of pupils, including these duplicate promotions, found in each grade during the year is found by adding to the number originally enrolled in the grade the number of twice-promoted pupils in the next lower grade. The twice-promoted pupils must also be added to the pupils promoted after less than a year in the grade. These changes have been made in the following table, which shows the number and per cent of promotions from each grade according to the time spent in the grade.

TABLE XI.—*Number and per cent of promotions from each grade according to the time spent in doing the work of the grade.*

URBAN SCHOOLS.

Grade.	Total in each grade. (includ- ing dupli- cates).	Promotions (including duplicate promotions).		Pupils who were in their respective grades—									
				Less than 1 year.				1 year.				More than 1 year.	
				En- rolled (with duplica- tes).		Promoted.		Pupils en- rolled.		Promoted.		Pupils en- rolled.	
		Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
8.....	2,771	1,958	70.6	373	125	33.5	2,110	1,607	76.2	288	226	78.5	
7.....	3,394	2,363	70.2	529	159	30.1	2,577	1,989	77.2	288	215	74.7	
6.....	4,403	2,941	66.8	889	275	30.9	3,131	2,373	75.8	383	293	76.5	
5.....	5,861	3,873	66.6	1,091	226	20.7	4,088	3,135	76.7	682	512	75.1	
4.....	7,878	4,894	62.1	1,421	269	18.9	5,472	3,751	68.5	985	765	77.7	
3.....	10,235	6,223	60.8	1,597	207	28.4	6,977	4,477	64.2	1,661	1,266	76.2	
2.....	13,592	7,703	56.7	1,951	540	27.7	7,681	4,642	60.4	3,960	2,521	63.7	
1.....	17,894	8,209	45.9	3,527	652	18.5	6,909	3,086	44.7	7,458	4,471	59.9	
Total ..	66,028	38,164	57.8	11,378	2,835	24.9	38,945	25,060	64.3	15,705	10,269	65.4	
Full.....	35,490	22,996	65.2	5,976	1,626	27.2	24,707	17,727	71.7	4,807	3,643	75.8	
Half.....	30,538	15,168	49.0	5,402	1,209	22.4	14,238	7,333	51.5	10,898	6,626	60.8	

RURAL SCHOOLS.

7.....	6			3			3						
6.....	130	91	70.0	32	11	34.4	84	66	78.6	14	14	100.0	
5.....	721	460	63.8	195	44	22.6	449	355	79.1	77	61	79.2	
4.....	7,774	5,108	65.7	1,298	376	29.0	4,522	3,287	72.7	1,954	1,445	74.0	
3.....	14,707	9,569	65.1	2,047	644	31.5	8,680	6,121	70.5	3,980	2,804	70.5	
2.....	23,753	15,393	64.8	3,109	1,122	36.1	13,122	9,195	70.1	7,522	5,076	67.5	
1.....	45,196	22,143	49.9	8,698	1,743	20.0	16,913	8,167	48.3	19,585	12,233	62.5	
Total ..	92,287	52,764	57.1	15,382	3,940	25.6	43,773	27,191	62.1	33,132	21,633	65.3	
Full.....	6,207	3,692	59.5	1,164	298	25.6	2,718	1,821	67.0	2,325	1,573	67.7	
Half.....	86,080	49,072	57.0	14,218	3,642	25.6	41,055	25,370	61.8	30,807	20,060	65.1	

TABLE XII.—School buildings owned by The People of Porto Rico and used exclusively for school purposes and the number of rooms in each.

TABLE XIII.—*School buildings, June, 1915.*

Municipalities.	Total buildings.		Total rooms.		Owned by school board.		Buildings rented.	
	Urban.	Rural.	Urban.	Rural.	Urban.	Rural.	Urban.	Rural.
Porto Rico.....	301	1,193	1,199	1,250	129	320	172	873
San Juan.....	18	—	123	—	10	—	8	—
Rio Piedras.....	2	17	15	19	2	9	—	8
Trujillo Alto.....	1	9	5	9	1	2	—	7
Carolina.....	5	19	14	21	5	3	—	16
Rio Grande.....	4	14	14	15	2	4	—	10
Loiza.....	11	13	18	13	11	—	10	13
Fajardo.....	5	10	27	12	2	—	3	10
Ceiba.....	1	5	4	5	—	—	1	5
Luquillo.....	2	8	5	8	—	—	2	8
Naguabo.....	6	18	7	18	4	—	6	14
Vieques.....	5	8	13	9	2	1	3	7
Humacao.....	4	19	28	19	4	4	—	15
Las Piedras.....	2	12	3	12	2	1	—	11
Yabucoa.....	6	19	16	24	2	4	—	4
Maunabo.....	1	8	5	9	1	2	—	15
Arroyo.....	3	9	13	9	2	—	1	6
Patillas.....	4	16	10	17	1	—	1	8
Juncos.....	3	12	15	12	1	—	3	13
Gurabo.....	5	12	8	12	—	—	2	6
Caguas.....	5	24	30	25	1	—	5	9
San Lorenzo.....	2	13	10	14	1	—	2	4
Guayama.....	7	15	32	15	2	—	1	11
Salinas.....	3	11	13	13	2	—	5	14
Santa Isabel.....	3	8	11	8	3	—	1	7
Cayey.....	2	20	16	20	1	—	1	—
Cidra.....	2	12	7	12	1	—	1	10
Comerio.....	2	14	9	14	—	—	2	—
Aguas Buenas.....	2	9	6	9	2	—	—	12
Naranjito.....	2	11	5	11	1	—	1	5
Aibonito.....	2	12	10	12	2	—	—	11
Barranquitas.....	3	11	7	11	3	—	4	7
Barros.....	2	22	7	23	2	—	4	—
Coamo.....	5	22	15	22	3	—	3	18
Juana Diaz.....	5	36	15	39	2	—	2	19
Ponce.....	12	46	135	50	11	—	3	25
Guayanilla.....	6	15	12	15	1	—	1	45
Peñuelas.....	5	14	10	15	1	—	5	10
Yauco.....	3	30	23	31	2	—	1	13
Guanica.....	3	3	12	3	1	—	1	9
San German.....	5	30	21	32	2	—	2	3
Sabana Grande.....	5	9	14	9	—	—	3	28
Cabo Rojo.....	6	20	24	21	1	—	5	4
Lajas.....	6	20	12	20	2	—	4	15
Mayaguez.....	5	30	47	33	5	—	4	9
Hormigueros.....	2	6	4	6	—	—	2	14
Maricao.....	3	11	8	12	1	—	6	6
Las Marías.....	2	16	5	17	1	—	2	4
Añasco.....	5	18	14	18	2	—	3	9
Rincon.....	4	10	8	10	11	—	3	11
Aguada.....	3	15	9	15	1	—	3	10
Lares.....	6	25	16	27	2	—	7	12
San Sebastian.....	5	25	12	25	1	—	5	20
Aguadilla.....	3	19	23	21	3	—	4	—
Moca.....	2	12	6	12	1	—	—	15
Isabela.....	2	21	9	22	1	—	1	7
Quebradillas.....	4	11	9	11	3	—	1	18
Utuado.....	7	41	10	42	—	—	7	7
Adjuntas.....	5	22	11	22	1	—	11	32
Jayuya.....	3	13	6	13	—	—	3	11
Camuy.....	4	16	8	17	2	—	2	12
Hatillo.....	3	12	9	13	2	—	8	3
Arecibo.....	8	46	56	51	4	—	1	4
Manati.....	3	16	15	17	1	—	5	35
Barceloneta.....	2	10	6	13	—	—	2	11
Ciales.....	3	22	11	24	2	—	1	9
Vega Baja.....	2	17	12	17	1	—	1	22
Vega Alta.....	1	11	6	11	—	—	1	15
Corozal.....	2	16	7	16	1	—	1	10
Morovis.....	1	16	5	16	6	—	1	10
Toa Baja.....	3	10	8	10	1	—	7	9
Toa Alta.....	1	14	5	14	—	—	1	4
Dorado.....	4	7	5	7	—	—	4	8
Bayamon.....	15	19	40	20	2	—	2	6
Guaynabo.....	2	11	4	11	—	—	2	17

¹ In course of construction.

TABLE XIV.—Visits of inspection made by supervising principals, 1914-15.

Municipalities.	Number of visits.				Average visits per teacher.
	Urban schools.	Rural schools.	Night schools.	Total.	
Porto Rico.....	15,200	8,992	647	24,839	.....
San Juan.....	1,219	.....	27	1,246	8.4
Rio Piedras.....	237	173	22	432	8.0
Trujillo Alto.....	288	202	14	504	16.3
Carolina.....	375	232	14	621	11.3
Rio Grande.....	296	140	4	440	7.3
Loiza.....	.....	.....	.....	.....	.....
Fajardo.....	.....	.....	.....	.....	.....
Ceiba.....	.....	.....	.....	.....	.....
Luquillo.....	390	220	25	635	12.2
Naguabo.....	282	245	11	538	8.8
Vieques.....	.....	.....	.....	.....	.....
Huma'ao.....	215	284	10	509	10.0
Las Piedras.....	.....	.....	.....	.....	.....
Yabucoa.....	.....	.....	.....	.....	.....
Maunabo.....	257	233	5	495	10.5
Arroyo.....	562	151	29	742	15.5
Patillas.....	477	153	7	637	8.1
Juncos.....	456	124	14	594	13.5
Gurabo.....	453	258	10	721	16.0
Caguas.....	496	203	25	724	12.7
San Lorenzo.....	272	226	21	519	9.6
Guayama.....	285	.....	.....	.....	.....
Salinas.....	307	175	16	498	9.4
Sta. Isabel.....	490	238	17	745	10.6
Cayey.....	275	192	10	477	6.0
Cidra.....	355	213	13	581	7.6
Comerio.....	752	344	23	1,119	11.5
Aguas Buenas.....	1,022	415	20	1,457	8.7
Naranjito.....	379	182	23	584	8.1
Aibonito.....	225	216	4	445	10.3
Barranquitas.....	237	231	8	552	15.3
Barrios.....	290	267	27	584	11.5
Coamo.....	239	292	12	543	10.4
Juan Diaz.....	555	287	16	858	8.9
Ponce.....	245	151	11	407	8.0
Guayanilla.....	132	229	12	373	10.4
Peñuelas.....	317	189	28	534	11.6
Yauco.....	240	250	10	500	10.6
Guanica.....	260	252	19	531	9.0
San German.....	239	292	12	543	10.4
Sabana Grande.....	154	242	14	410	10.3
Cabo Rojo.....	379	182	23	584	8.1
Lajas.....	225	216	4	445	10.3
Mayaguez.....	313	231	8	552	15.3
Hormigueros.....	237	239	23	499	8.0
Marcos.....	290	267	27	584	11.5
Las Marias.....	239	292	12	543	10.4
Añasco.....	555	287	16	858	8.9
Rincon.....	245	151	11	407	8.0
Aguada.....	132	229	12	373	10.4
Lares.....	317	189	28	534	11.6
San Sebastian.....	240	250	10	500	10.6
Aguadilla.....	260	252	19	531	9.0
Moca.....	239	292	12	543	10.4
Isabela.....	555	287	16	858	8.9
Quebradillas.....	245	151	11	407	8.0
Utuado.....	132	229	12	373	10.4
Adjuntas.....	317	189	28	534	11.6
Jayuya.....	240	250	10	500	10.6
Camuy.....	260	252	19	531	9.0
Hatillo.....	239	292	12	543	10.4
Arecibo.....	555	287	16	858	8.9
Manati.....	245	151	11	407	8.0
Barceloneta.....	132	229	12	373	10.4
Ciales.....	317	189	28	534	11.6
Vega Baja.....	240	250	10	500	10.6
Vega Alta.....	260	252	19	531	9.0
Corozal.....	239	292	12	543	10.4
Morovis.....	555	287	16	858	8.9
Toa Baja.....	245	151	11	407	8.0
Toa Alta.....	132	229	12	373	10.4
Dorado.....	317	189	28	534	11.6
Bayamon.....	240	250	10	500	10.6
Guayanabo.....	260	252	19	531	9.0
Culebra.....	239	292	12	543	10.4

TABLE XV.—Number of boys taking manual training in each grade, cost of lumber and other materials, and cost per boy, for the island and municipalities.

Municipalities.	Boys taking manual training.	High school.	Continuation.		Grammar schools.			Amount spent for—			Average spent per boy.	
			Tenth grade.	Ninth grade.	Eighth grade.	Seventh grade.	Sixth grade.	Manual training, exclusive of high school.	Lumber.	Other material.		
Porto Rico...	3,033	487	112	406	1,029	694	305	\$3,849.39	\$2,707.46	\$1,141.93	\$1.51	
San Juan...	395	185			146	64		369.96	362.46	7.50	1.73	
Rio Piedras...	84				23	24	37	96.28	46.43	49.85	1.15	
Trujillo Alto...												
Carolina...	52		5	9	16	22		101.21	88.47	12.74	1.95	
Rio Grande...	61		5	11	15	15	15	70.05	51.98	18.07	1.15	
Loiza...												
Fajardo...	53	13			25	15		100.50	40.00	60.50	2.51	
Ceiba...												
Luquillo...												
Naguabo ¹ ...	53			12	18	23		51.87	41.13	10.74	.98	
Vieques...	42				12	16	14	80.62	76.60	4.02	1.92	
Humacao...	88	35			19	34		79.22	51.05	28.17	1.49	
Las Piedras...												
Yabucoa...	56			10	14	32		47.06	37.16	9.90	.84	
Maunabo...												
Arroyo...	27		4	5	8	10		30.00	23.00	7.00	1.11	
Patillas...	24				6	5	13	27.08	18.02	9.06	1.13	
Juncos...	43		5	10	13	15		36.63	25.86	10.77	.85	
Gurabo...	36				4	11	21	49.30	35.27	14.03	1.37	
Caguas...	65		4	9	16	36		68.96	58.37	10.59	1.06	
San Lorenzo...												
Guayama...	33		14	19				199.54	94.57	104.97	.60	
Salinas...												
Santa Isabel...	54		6	3	8	15	22	44.64	35.02	9.62	.83	
Cayey...	54			15	14	25		141.24	125.74	15.50	2.62	
Cidra...												
Comerio...	40				6	14	4	13.55	4.00	9.55	.34	
Aguas Buenas...												
Naranjito...												
Aibonito...	58				7	13	12	26	119.83	85.53	34.30	2.07
Barranquitas...												
Barros...												
Coamo...	51		4	12	12	23		118.22	24.69	93.53	2.32	
Juana Diaz...												
Ponce...	285	159			126			113.75	80.50	33.25	.90	
Guayanilla...	30	3	2	12	13			67.09	48.75	18.34	2.24	
Pefiuelas...	34			9	12	13		49.80	26.30	23.50	1.46	
Yauco...	83		10	25	28	20		81.00	70.65	10.35	.98	
Guanica...												
San German...	55		5	22	28			75.31	64.12	11.19	1.37	
Sabana Grande...	28			9	19			(2)				
Cabo Rojo...	81		12	42	27			164.71	71.59	93.12	2.03	
Lajas...	50			15	23	12		126.51	76.16	50.35	2.53	
Mayaguez...	129	44				85		75.82	66.10	9.72	.89	
Hormigueros...												
Maricao...	37					12	12	13	49.98	26.74	23.24	1.35
Las Marias...												
Afiasco...	58		7	11	24	16		142.52	125.42	17.10	2.46	
Rincon...												
Aguada...	49			8	14	13	14	122.63	86.38	36.25	2.50	
Lares...	52			14	12	26		106.03	66.32	39.71	2.04	
San Sebastian...	58				13	31	14	85.78	61.41	24.37	1.47	
Aguadilla...	69	8	28	33				88.01	57.40	30.61	1.28	
Moca...												
Isabela...	38				8	6	24	27.14	23.79	3.35	.71	
Quebradillas...	62			19	10	9	24	60.00	44.44	15.56	.97	
Utuado...	54		2	9	19	24		90.45	55.79	34.66	1.68	
Ajuntas...	57			10	18	14	15	80.70	42.12	38.58	1.42	
Jayuya...												
Camuy...	45				12	23	10	43.46	36.39	7.07	.97	
Hatillo...												
Arecibo...	105	51				35	19					
Manati...												
Barceloneta...												
Ciales...	44			16	13	15		41.97	28.97	13.00	.95	
Vega Baja...	52	9	15	17	11			81.75	70.74	11.01	1.57	
Vega Alta...												
Corozal...	27				10	2	15	37.87	21.68	16.19	1.40	
Morovis...												
Toa Baja...	31				5	14	12	149.27	95.97	53.30	4.81	
Toa Alta...												
Dorado...												
Bayamon...	51		9	24	18			42.08	34.38	7.70	.83	
Guaynabo...												
Culebra...												

¹ Manual training was given in Naguabo for 5 months only.² All articles made were for use in schoolrooms and the expense was not charged to manual-training classes.

TABLE XVI.—Number of girls taking work in home economics in each grade, total amount spent for sewing and for cooking, and amount per girl for the island and municipalities.

Municipalities.	Girls taking home econo- mics.	High school.	Continua- tion.	Grammar schools.				Average spent per girl.
	3,151	565	136	Ninth grade.	1,026	768	229	\$1.29
				Tenth grade.		Seventh grade.	Sixth grade.	
Porto Rico.....	3,151	565	136	136	1,026	768	229	\$3,324.76
San Juan.....	447	147		138	162	37	228.29	87.59
Rio Piedras.....	92			27	28		143.29	16.47
Trujillo Alto.....								1.58
Carolina.....	83		4	20	33	25		1.59
Rio Grande.....	59		3	12	24	20	131.87	70.37
Loiza.....							77.18	6.81
Fajardo.....	76	32			21	23	42.66	28.91
Ceiba.....								13.75
Luquillo.....								97
Naguabo ¹	43			9	19	15	23.23	2.07
Vieques.....	36				10	12	50.20	6.35
Humacao.....	83	35			18	30	63.33	50.75
Las Piedras.....								12.58
Yabucoa.....	41				11	16	81.76	72.01
Maunabo.....								9.75
Arroyo.....	43		2	11	6	24	49.62	8.86
Patillas.....	29				6	9	53.83	9.86
Juncos.....	58		7	9	16	26	68.36	13.15
Gurabo.....	38				7	10	50.43	7.43
Caguanas.....	107		11	27	37	32	123.61	43.00
San Lorenzo.....								1.33
Guayama.....	43		13	30			64.47	54.47
Salinas.....								10.00
Santa Isabel.....	40		2	8	11	2	52.05	5.38
Cavey.....	57			29	28		76.92	53.62
Cidra.....								23.30
Comerio.....	25				6	6	81.21	8.25
Aguas Buenas.....								3.25
Naranjito.....								
Alibonito.....	29				10	5	41.86	36.74
Barranquitas.....								5.12
Barros.....								1.44
Coamo.....	61		7	7	25	22	100.10	73.87
Juana Diaz.....								26.23
Ponce.....	323	188			135		100.74	29.56
Guayanilla.....	29		2	12	11	4	55.23	52.74
Petuelas.....	29				7	11	46.74	44.64
Yauco.....	87		25	23	21	18	131.67	97.45
Guanica.....								34.22
San German.....	87		19	25	22	21	131.80	108.01
Sabana Grande.....	42			16	26		20.00	10.00
Cabo Rojo.....	63		6	33	24		77.84	72.50
Lajas.....	31			7	10	14	56.73	52.92
Mayaguez.....	149	84			65		70.25	52.61
Hormigueros.....								17.64
Maricao.....	23				5	6	40.88	31.93
Las Marias.....								8.95
Añasco.....	58		5	12	22	19	66.74	44.94
Rincon.....								21.80
Aguada.....	22			6	4	6	73.43	47.14
Lares.....	64			15	23	26	145.00	120.00
San Sebastian.....	33				12	9	37.62	37.12
Aguadilla.....	37		8	14			39.65	35.22
Moca.....								4.43
Isabela.....	30				11	9	25.99	21.78
Quebradillas.....	35			9	11	6	49.15	41.14
Utuado.....	54		6	4	23	21	56.97	56.62
Adjuntas.....	47				8	10	71.08	63.46
Jayuya.....					2	15	38.57	32.24
Camuy.....	25							6.33
Hatillo.....								1.54
Arecibo.....	139	79			39	21	83.00	76.35
Manati.....								6.65
Barceloneta.....								2.07
Ciales.....	45		15	16	14		45.08	39.40
Vega Baja.....	40		3	13	8	16	41.88	33.51
Vega Alta.....								8.37
Corozal.....	24					9	6	1.05
Morovis.....								1.74
Toa Baja.....	13				6	7	46.87	35.00
Toa Alta.....								11.87
Dorado.....								3.60
Bayamon.....	132		13	19	32	31	125.74	115.30
Guaynabo.....								10.44
Culebra.....								.95

¹ Home economics was given in Naguabo for five months only.

TABLE XVII.—*Financial tables.*

A. PURCHASE AND CONSTRUCTION OF RURAL-SCHOOL BUILDINGS.

Appropriation.....	\$40,000.00
Buildings erected to date.....	39,463.28
Balance on hand June 30, 1915 (2 buildings allotted).....	536.72

B. EXPENDITURES FOR TEXTBOOKS AND SCHOOL SUPPLIES, 1914-15.

Textbooks and school supplies.....	87,245.33
Contingent expenses:	
Common schools.....	9,998.66
High schools.....	6,981.60

Total..... 104,225.59

COMMON-SCHOOL TEXTBOOKS.

* On hand June 30, 1914.....	828,833
Purchased during year.....	123,895
Total.....	952,728
Condemned during year.....	97,632
On hand June 30, 1915.....	855,096

HIGH-SCHOOL TEXTBOOKS.

On hand June 30, 1914.....	41,631
Purchased during year.....	10,606
On hand June 30, 1915.....	52,237
Common-school books.....	855,096
High-school books.....	52,237
Total on hand June 30, 1915.....	907,333
Total books in storehouse June 30, 1915.....	27,497

C. COMMON-SCHOOL TEACHERS, 1914-15.

Month.	Number of teachers.	Night schools.
1914.		
October.....	2,319	.....
November.....	2,333	.....
December.....	2,334	189
1915.		
January.....	2,328	188
February.....	2,333	183
March.....	2,334	176
April.....	2,332	167
May.....	2,330	.....
June.....	2,328	.....

This gives an average of 2,330 day teachers at an average monthly salary of \$49.23, and 180 night teachers working each school month.

Repayments for justifiable absences up to 15 days, as provided by law, as compared with former years, is shown in the following statement:

TABLE XVII.—*Financial tables*—Continued.

C. COMMON-SCHOOL TEACHERS, 1914-15.

	Teachers.	Days absent.	Days repaid.	Amount.
1910-11.....	1,692	7,355	5,499	\$10,513.54
1911-12.....	1,776	8,904	7,215	13,692.20
1912-13.....	1,855	7,610	1,958	4,360.74
1913-14.....	2,431	7,101	4,750	13,161.57
1914-15.....	2,330	8,471	6,239	14,696.39

The total amount paid from "Salaries, common schools," is as follows:

Supervising principals (12 months).....	\$46,078.89
All teachers (9 months).....	1,031,560.19

Total..... 1,077,639.08

D. SALARIES, HIGH SCHOOLS.

From the total amount of \$55,285 appropriated, payments were made as follows:

Six principals (2 at \$1,600; 1 at \$1,400; 1 at \$1,200; 2 at \$1,000).....	\$7,800.00
High-school teachers (1 at \$1,080; 6 at \$990; 16 at \$900; 20 at \$810; 5 at \$765; 6 at \$720).....	44,613.75
Janitors (2 at \$360; 2 at \$240).....	1,200.00

Total.....	53,613.75
Balance.....	1,671.25

Total appropriation..... 55,285.00

NOTE.—For further information regarding insular revenue appropriations and operations affecting them consult Exhibits 26 and 31 of the consolidated financial exhibits. (These two exhibits were to have been Tables XVIII and XIX, but Exhibit 26 has been omitted. For Table 31, see p. 207 at end hereof.)

TABLE XX.—*School board finances—Receipts and expenditures, 1914-15.*

Municipality.	Cash on hand June 30, 1914.	Receipts by the school board treasurers.	Retained by insular treasurer.	Aggregate resources.	Aggregate payments, including those by insular treasurer.	Cash balance June 30, 1915.
San Juan.....	\$11,373.67	\$108,590.47	\$3,297.47	\$123,261.61	\$45,921.83	\$77,339.78
Rio Piedras.....	12,205.92	13,922.91	1,692.03	27,820.86	15,110.32	12,710.54
Trujillo Alto.....	856.01	2,828.41	273.16	3,957.58	3,073.28	884.30
Carolina.....	2,147.95	5,635.06	663.10	8,446.11	6,781.51	1,664.60
Rio Grande.....	5,607.20	5,681.11	.....	11,288.31	10,052.29	1,236.02
Loiza.....	12,071.45	6,032.65	.....	18,104.10	9,711.51	8,392.29
Fajardo.....	4,368.70	9,585.87	103.00	14,062.57	9,053.68	5,008.89
Ceiba.....	.....	2,205.53	.....	2,205.53	1,540.38	665.15
Luquillo.....	2,267.59	.....	.....	2,267.59	2,247.90	19.63
Naguabo.....	4,255.29	5,444.56	.....	9,699.85	4,994.66	4,705.19
Vieques.....	9,121.60	7,807.81	.....	16,929.41	4,489.78	12,439.63
Humacao.....	11,355.94	37,471.51	4,634.46	53,461.91	45,919.50	7,392.41
Las Piedras.....	.....	2,535.78	.....	2,535.78	1,426.05	1,109.73
Yabucoa.....	4,001.18	6,054.54	.....	10,055.72	5,653.06	4,402.66
Maunabo.....	765.76	1,623.27	358.24	2,747.27	1,955.94	791.33
Arroyo.....	660.20	4,030.32	118.71	4,809.23	2,567.89	2,241.34
Patillas.....	1,571.35	3,995.71	104.55	5,671.61	3,322.61	2,349.00
Juncos.....	713.91	7,673.19	.....	8,387.10	6,329.43	2,057.67
Gurabo.....	3,972.98	4,094.33	.....	8,067.31	3,728.97	4,338.34
Caguas.....	6,528.53	13,385.17	2,211.03	22,124.73	11,939.81	10,184.92
San Lorenzo.....	84.76	2,763.52	565.04	3,413.32	2,120.13	1,293.19
Guayama.....	10,773.62	11,987.80	.....	22,761.42	22,711.42	50.00
Salinas.....	8,036.64	10,655.22	.....	18,691.86	13,037.14	5,654.72
Santa Isabel.....	1,141.30	6,975.35	.....	8,116.65	7,422.55	694.10
Cayey.....	1,482.03	8,085.32	.....	9,567.35	5,935.13	3,632.22
Cidra.....	408.44	2,329.96	255.42	2,993.82	2,201.61	792.21
Comerio.....	1,230.73	4,913.94	625.10	6,769.77	5,464.87	1,304.90
Aguas Buenas.....	447.49	1,314.52	.....	1,762.01	1,273.76	488.25
Naranjito.....	247.50	997.33	175.42	1,420.25	1,019.06	401.19
Albonito.....	1,707.26	3,540.81	.....	5,248.07	2,400.35	2,847.72
Barranquitas.....	320.91	1,581.58	.....	1,902.49	1,396.28	506.21
Barros.....	824.35	2,441.24	.....	3,205.59	3,045.96	.219.63
Coamo.....	1,693.18	4,721.26	627.13	7,041.57	5,106.54	1,935.03
Juana Diaz.....	7,086.08	10,029.01	.....	17,115.09	6,248.59	10,866.50
Ponce.....	21,265.01	49,873.90	21,968.76	93,107.67	92,678.68	428.99
Guayanilla.....	1,29.50	4,022.52	340.48	5,492.50	4,364.00	1,128.50
Pedernales.....	491.83	3,267.22	151.24	3,910.29	2,908.26	1,002.03

TABLE XX.—School board finances—Receipts and expenditures, 1914–15—Continued.

Municipality.	Cash on hand June 30, 1914.	Receipts by the school board treasurers.	Retained by insular treasurer.	Aggregate resources.	Aggregate payments, including those by insular treasurer.	Cash balance June 30, 1915.
Yauco.....	\$1,700.76	\$6,995.23	\$1,015.36	\$9,711.35	\$9,107.95	\$603.40
Guanica.....	8,822.60	8,558.40	8,822.60	4,300.96	4,300.96	4,521.64
San German.....	2,616.43	7,558.40	10,174.83	5,422.68	4,752.15	4,752.15
Sabana Grande.....	344.58	2,220.99	108.31	2,673.88	2,249.66	424.22
Cabo Rojo.....	4,080.50	6,238.55	10,319.05	7,721.49	2,597.56	2,597.56
Lajitas.....	558.80	4,816.08	697.30	6,072.18	5,859.89	212.29
Mayaguez.....	19,918.68	34,702.62	7,304.09	61,925.39	37,212.37	24,713.02
Hormigueros.....	1,098.23	2,467.95	3,566.18	1,498.17	2,068.01	2,068.01
Maricao.....	3,917.09	4,528.80	8,445.89	5,596.85	2,849.04	2,849.04
Las Marías.....	1,545.94	4,306.29	5,852.23	3,370.41	2,481.82	2,481.82
Añasco.....	880.90	4,751.99	510.86	6,143.75	5,073.39	1,070.36
Rincon.....	1,896.76	2,223.52	4,120.28	2,396.75	1,728.53	1,728.53
Aguada.....	3,195.71	3,741.40	394.49	7,331.60	4,735.42	2,596.18
Lares.....	3,975.10	7,413.29	11,388.39	5,920.92	5,467.47	5,467.47
San Sebastian.....	1,468.10	4,524.59	5,992.69	5,495.06	497.63	497.63
Aguadilla.....	2,536.27	5,084.19	1,129.67	8,750.13	8,020.64	729.49
Moca.....	1,147.22	2,190.79	311.67	3,649.68	2,799.97	849.71
Isabela.....	1,003.24	3,657.56	4,660.80	3,313.87	1,346.93	1,346.93
Quebradillas.....	666.95	2,207.78	2,874.73	2,587.63	287.10	287.10
Utuado.....	2,591.22	7,093.00	9,684.22	7,055.00	2,599.22	2,599.22
Adjuntas.....	804.29	5,045.59	5,849.88	4,366.20	1,483.68	1,483.68
Jayuya.....	1,086.24	2,830.62	3,916.86	2,719.28	1,197.58	1,197.58
Camuy.....	4,466.84	4,996.62	9,463.46	3,017.82	6,445.64	6,445.64
Hatillo.....	531.58	3,694.09	4,225.67	3,702.03	523.64	523.64
Arecibo.....	1,344.42	35,699.17	4,063.13	21,266.22	19,840.50	19,840.50
Manati.....	3,042.43	6,851.00	681.13	10,574.56	7,607.32	2,967.24
Barceloneta.....	8,959.58	5,541.47	14,501.05	7,227.55	7,227.55	7,227.55
Ciales.....	847.60	4,592.83	534.41	5,974.84	4,379.65	1,595.19
Vega Baja.....	2,768.36	5,003.97	773.73	8,546.06	3,973.17	4,572.89
Vega Alta.....	2,292.59	3,683.15	537.98	6,513.72	3,163.97	3,349.75
Corozal.....	266.52	1,443.86	466.07	2,176.45	1,449.20	727.25
Morovis.....	571.10	2,203.25	2,774.35	2,147.40	626.95	626.95
Toa Baja.....	2,831.01	5,131.89	156.80	8,119.70	7,073.81	1,045.89
Toa Alta.....	1,205.42	2,168.57	3,373.99	1,194.87	2,179.12	2,179.12
Dorado ¹	2,810.29	1,701.92	4,512.21	1,668.26	2,843.95	2,843.95
Bayamon.....	5,039.80	11,969.97	17,009.77	10,632.40	6,377.37	6,377.37
Guayanabo.....	184.62	2,687.06	2,871.68	2,016.32	855.36	855.36
Total.....	244,143.44	611,156.94	56,854.34	912,154.72	592,679.54	319,475.18

¹ The accounts of the school board of Dorado for the months of March to June, 1915, both inclusive, had not yet been received when closing this statement, and therefore this table presents only those from July, 1914, to February, 1915, both inclusive.

TABLE No. XXI.—School-board finances—Expenditures classified, 1914–15.

Municipality.	A.	C.	D.	E.	F.	G.	General expenses.	Total.
Rent of school-houses.	Salaries, employees of school board.	Contingent expenses, school board.	School furniture and equipment.	School and athletic material.	Payments for construction of school buildings by school boards.			
San Juan.....	\$9,676.03	\$9,772.24	\$369.67	\$4,113.00	\$211.27	\$10,944.49	\$7,537.66	\$42,624.36
Rio Piedras.....	846.00	6,268.34	264.28	1,087.68	33.90	6,074.93	1,843.16	13,418.29
Trujillo Alto.....	580.40	859.25	140.73	548.66	64.45	30.00	596.63	2,800.12
Carolina.....	1,445.00	879.09	51.48	772.99	187.04	1,815.00	987.81	6,118.41
Rio Grande.....	1,238.00	884.40	87.96	610.85	100.25	6,180.39	950.44	10,052.29
Loiza.....	2,214.00	1,198.54	71.28	632.23	87.55	5,117.56	390.65	9,711.81
Fajardo.....	1,456.00	2,191.68	140.68	337.67	138.51	2,065.07	2,616.07	8,945.68
Ceiba.....	712.00	177.29	146.21	347.48	13.85	.....	143.55	1,540.38
Luquillo.....	1,272.00	161.10	242.84	418.11	17.81	.....	136.10	2,247.96
Naguabo.....	2,058.17	935.34	93.90	752.73	65.96	355.80	692.76	4,994.66
Vieques.....	1,260.00	1,265.51	186.11	451.72	59.95	.....	1,284.49	4,489.78
Humacao.....	1,715.30	1,846.73	273.92	983.13	114.21	35,488.31	1,013.44	41,435.04
Las Piedras.....	840.00	211.88	28.15	60.43	34.01	.....	251.58	1,426.05
Yabucoa.....	2,160.00	1,545.22	104.47	343.12	55.34	592.69	852.22	5,653.06
Maunabo.....	504.00	421.10	125.37	151.79	22.25	7.00	366.19	1,597.70

TABLE No. XXI.—*School-board finances—Expenditures classified, 1914–15—Continued.*

Municipality.	A.	C.	D.	E.	F.	G.		
	Rent of school-houses.	Salaries, employees of school board.	Contingent expenses, school board.	School furniture and equipment.	School and athletic material.	Payments for construction of school buildings by school boards.	General expenses.	Total.
Arroyo.....	\$924.00	\$494.81	\$41.67	\$311.88	\$10.28	\$32.45	\$634.09	\$2,449.18
Patillas.....	1,496.67	648.17	131.38	408.25	14.25	5,519.34	3,218.06	
Juncos.....	2,504.10	1,013.97	114.80	983.23	67.49	575.00	1,070.84	6,329.43
Gurabo.....	1,330.27	767.75	143.19	889.04	52.00	5.75	540.97	3,728.97
Caguas.....	4,232.00	2,584.55	211.05	824.05	71.64	529.45	1,276.04	9,728.78
San Lorenzo.....	816.00	289.88	10.85	107.18	23.20	307.98	1,555.09	
Guayama.....	2,796.00	2,196.92	158.06	1,526.02	62.70	15,192.61	779.11	22,711.42
Salinas.....	960.00	2,726.59	103.28	932.00	419.71	7,040.40	825.16	13,037.14
Santa Isabel.....	60.00	2.0.8.42	63.17	204.55	39.50	4,472.09	554.82	7,422.55
Cavey.....	2,184.00	1,345.09	204.21	404.02	110.54	726.07	961.20	5,935.13
Cidra.....	816.00	287.64	112.81	99.79	47.75	12.00	570.20	1,946.19
Comerio.....	618.00	770.42	133.44	919.99	248.10	1,418.53	701.29	4,839.77
Aguas Buenas.....	384.00	334.57	63.85	140.46	49.30	301.58	1,273.76	
Naranjito.....	186.00	112.11	10.65	50.56	17.00	287.00	180.32	843.64
Aibonito.....	456.00	466.32	210.31	371.93	102.36	131.92	661.41	2,400.25
Barranquitas.....	336.00	249.49	24.78	320.99	31.03	53.85	380.14	1,396.28
Barros.....	684.00	299.38	239.71	313.23	149.77	809.37	550.50	3,045.96
Coamo.....	1,620.00	738.54	64.03	452.58	98.32	766.38	739.56	4,479.41
Juana Diaz.....	2,220.00	1,764.57	173.40	608.87	164.86	175.58	1,141.31	6,248.59
Ponce.....	4,280.05	7,623.14	486.19	3,747.33	597.63	52,271.97	1,703.61	70,709.92
Guayanilla.....	1,108.00	1,351.54	94.70	405.14	66.45	317.42	680.27	4,023.52
Peñuelas.....	1,428.00	565.89	22.75	143.43	56.23	47.50	493.22	2,757.02
Yauco.....	1,004.00	2,527.16	222.94	488.19	78.59	2,438.84	1,332.87	8,092.59
Guanica.....	691.80	1,716.51	216.64	370.20	67.68	702.14	535.99	4,300.96
San German.....	1,632.00	1,233.18	165.58	939.38	50.10	45.51	1,356.93	5,492.68
Sabana Grande.....	1,004.00	363.87	125.72	340.85	7.91	299.00	2,141.35	
Cabo Rojo.....	2,428.00	1,769.54	193.80	1,732.08	79.26	328.00	1,170.81	7,721.49
Lajas.....	1,014.00	1,219.97	72.55	877.71	76.79	824.75	1,076.82	5,162.59
Mayaguez.....	1,563.00	3,258.63	318.78	3,011.73	184.80	18,878.67	2,692.67	29,908.28
Hormigueros.....	753.00	355.32	102.56	15.95	25.75	3.00	242.59	1,498.17
Maricao.....	705.50	982.08	263.03	712.57	91.73	1,433.35	1,408.59	5,596.85
Las Marias.....	700.00	830.37	118.97	539.92	111.78	1,069.37	3,370.41	
Anasco.....	1,117.00	1,189.60	77.34	473.17	83.64	527.00	1,094.78	4,562.53
Rincon.....	1,101.03	565.13	57.39	157.09	29.96	291.61	203.54	2,396.75
Aguada.....	1,066.66	1,337.07	196.54	859.51	48.85	37.90	794.40	4,340.93
Lares.....	2,382.00	8.2.08	121.67	913.82	126.84	575.43	979.08	5,920.92
San Sebastian.....	1,834.33	999.56	99.50	417.63	99.95	941.50	1,102.59	5,495.06
Aguadilla.....	1,152.00	964.10	17.00	765.51	55.81	2,971.19	965.36	6,890.97
McRae.....	648.00	338.52	41.42	481.25	62.46	51.50	865.15	2,488.30
Isabela.....	1,384.00	550.88	180.18	505.79	49.20	643.82	3,313.87	
Quebradillas.....	306.00	319.82	117.26	562.33	35.75	550.00	696.47	2,587.63
Utuado.....	3,660.00	1,219.92	86.80	568.77	316.03	66.75	1,166.73	7,085.00
Adjuntas.....	1,659.60	797.24	188.12	441.52	119.84	101.39	1,058.49	4,366.20
Jayuya.....	1,310.00	303.32	91.29	567.24	74.88	70.25	312.30	2,719.28
Camuy.....	607.00	342.34	175.11	178.23	45.90	973.35	695.89	3,017.82
Hatillo.....	480.00	801.07	56.36	351.18	53.36	1,414.25	545.81	3,702.03
Arecibo.....	3,181.00	3,472.64	494.68	816.60	115.03	5,625.97	3,497.17	17,203.09
Manati.....	1,799.50	1,512.55	134.71	2,254.19	221.46	340.27	663.51	6,926.19
Barceloneta.....	1,332.00	1,167.26	317.99	1,060.84	42.26	2,850.43	306.77	7,227.55
Ciales.....	1,320.00	637.28	158.05	295.72	98.27	60.50	1,275.42	3,845.24
Vega Baja.....	1,271.50	602.82	145.77	429.10	77.62	6.70	505.93	3,199.44
Vega Alta.....	708.00	607.62	35.03	628.23	104.81	17.85	524.45	2,625.99
Corozal.....	120.00	250.70	15.58	94.60	57.63	34.41	410.21	982.13
Morovis.....	624.00	491.26	73.50	228.97	90.50	260.00	379.17	2,147.40
Toa Baja.....	821.49	1,265.63	374.00	479.02	115.57	2,287.05	1,574.25	6,917.01
Toa Alta.....	480.00	206.89	124.87	155.11	56.00	172.00	1,194.87	
Dorado ¹	521.00	345.09	59.75	367.13	41.75	114.69	219.85	1,668.26
Bayamon.....	4,624.00	1,523.63	112.91	2,074.02	117.89	2,179.95	10,632.40	
Guayanabo.....	1,004.66	309.00	178.45	173.70	40.00	310.51	2,016.32	
Total.....	107,526.06	91,477.12	10,659.17	51,154.96	6,832.11	198,360.83	69,814.95	535,825.20

¹ The accounts of the school board of Dorado for the months of March to June, 1915, both inclusive, had not yet been received when closing this statement, and therefore this table presents only those from July, 1914, to February, 1915, both inclusive.

TABLE XXII.—*Receipts and disbursements of school boards and comparative statement.*

RECEIPTS.

To balance deposited in the American Colonial Bank, Royal Bank of Canada, and Banco Comercial de Puerto Rico in favor of the school boards, June 30, 1914.....	\$244,143.44
Total amount received by treasurers of school boards from July 1, 1914, to June 30, 1915.....	611,156.94
Total amount retained by the treasurer of Porto Rico during the fiscal year 1914-15 in payment of loans and for the construction of schoolhouses.....	56,854.34

Total.....	912,154.72
------------	------------

DISBURSEMENTS.

Payments made during the fiscal year 1914-15:

Rent of schoolhouses.....	107,526.06
Salaries of employees.....	91,477.12
Contingent expenses, school boards.....	10,659.17
Equipment and furniture.....	51,154.96
School and athletic material.....	6,832.11
Construction of school buildings.....	198,360.83
General expenses.....	69,814.95

Total.....	535,825.20
Amount paid on account of loans and for the construction of schoolhouses.....	56,854.34
Balance.....	319,475.18

Total.....	912,154.72
To balance deposited in the American Colonial Bank, Royal Bank of Canada, and Banco Comercial de Puerto Rico to the credit of the school boards, June 30, 1915.....	319,475.18

COMPARATIVE STATEMENT.

Fiscal year.	Balance on hand June 30.	Total income, including balance	Total expenditures.	Indebtedness from former years.
1903-4.....	\$8,831.93			\$51,368.65
1904-5.....	25,396.27	\$245,760.55	\$220,364.26	27,342.14
1905-6.....	43,878.24	304,693.94	260,815.70	9,215.27
1906-7.....	88,592.75	346,451.79	257,829.04	1,911.75
1907-8.....	116,438.16	504,481.26	388,043.10	
1908-9.....	127,213.59	564,699.57	437,485.98	
1909-10.....	143,074.26	582,236.15	419,161.89	
1910-11.....	181,622.07	585,613.64	403,691.57	
1911-12.....	269,881.17	700,862.38	430,931.21	
1912-13.....	265,920.43	845,264.38	579,343.95	
1913-14.....	273,566.18	1,001,731.48	728,165.30	
1914-15.....	319,475.18	912,154.72	592,679.54	

ANNUAL REPORT OF THE UNIVERSITY OF PORTO RICO, 1914-15.

The work of the colleges of the university located at Rio Piedras has been somewhat handicapped during the school year of 1914-15, due to the great increase in the number of students and the insufficient number of instructors and inadequate classroom space to handle the increase. Due to the large number of students who could not be enrolled in the high and continuation schools of the island, the number of students this year is 916 as compared with 505 last year, an increase of 81.4 per cent. The majority of these students entered the college to do professional work.

In spite of this handicap the work has progressed better than might have been expected. A hearty spirit of cooperation and professional enthusiasm has been demonstrated by the members of the faculty and a spirit of industry and cooperative support by the students. During the recent period of student unrest on the island there was absolutely no tendency on the part of the students of the university toward a similar attitude.

The increased number of students has brought with it increased problems in handling the university. Among those might be mentioned the boarding-house problem, the question of providing some employment for such students as wish to help pay their expenses, the division of the executive work among the various departments and colleges in order to lessen the work of the central office, and some means of providing a minimum budget for the university.

There are about 100 boarding houses in Rio Piedras, running from the private family that takes 1 or 2 students to houses where 20 or 25 students live. Due to keen competition on the part of the boarding-house keepers, the price of room and board has been reduced till in some cases it is insufficient to provide good quarters and

nourishing food. The boarding houses should be placed under the inspection and supervision of the dean, and parents notified that the university can not be responsible for students who live in houses not on an approved list. This would enable the faculty to avoid some of the disagreeable incidents of the past.

Every year the number of students who wish to be at least partly self-supporting increases, and there are few chances to give them assistance. A movement by the board of trustees to establish a student labor system would be appreciated.

At the present time all the executive work of the five departments located in Rio Piedras centers in the office of the dean. This results in such a piling up of detail and routine office work that little time is left for the more serious work of supervising and constructive planning. Each college should have its executive head in the form of a dean or associate dean, and the central office should handle only the more general problems, leaving the mass of detail work to the several deans.

The last year has shown that it is impossible to carry on continuous and constructive work in the university without an assured minimum income. The budget for the colleges at Rio Piedras will be \$25,000 less for 1915-16 than it was for 1914-15, and this has necessitated the suppression of seven members of the faculty, together with other economies that will make it necessary to limit the enrollment and prevent the expansion that naturally would have come. Fortunately, we shall be able to retain the skeleton of all the work that has been given, but the necessity of a minimum budget, which can be counted on with security, in order to make plans and lay out lines of work for the future development of the institution, grows more evident each year.

A regulated system of salaries for the instructors of the university is also something which deserves the attention of the board of trustees. Some scale of wages depending on the length of service and rank ought to be established, and I would also recommend for consideration the question of leave of absence with salary after a certain period of service. Up to the present time the university has made little attempt to retain its best instructors, and to lose an instructor after four or five years of service, when he is arriving at the point where he will be of most service, prevents the development of well-worked plans.

NORMAL DEPARTMENT.

As the oldest and best established of the colleges at Rio Piedras, the normal department has the largest enrollment and the largest faculty. The enrollment for the present year is as follows:

Freshmen.....	166
Sophomores.....	254
Juniors.....	26
Seniors.....	53
Total.....	499

It is only natural that this department should enroll more than half of the total number of students, because the teaching profession is one of the few modes of earning a living that is open to the young people of Porto Rico; especially is this true in the case of girls. Up to this time there has been a demand for teachers that has more than equalled the supply, and the problem of the normal department has been to provide as many teachers as possible each year, quantity rather than quality being a prime factor. During the present year, however, the department of education has been unable to open up any new schools, and there is every reason to believe that next year there will be a surplus of teachers in Porto Rico.

In view of this fact, the entrance requirements for the normal department will be two years of high-school work on and after September, 1915, and the elementary or two-year normal course has been eliminated. This will give the equivalent of two-years of college work to all future graduates, and the university should be able to turn out teachers who will be a credit to the institution, and who will have been thoroughly filled with the professional teaching spirit and ideal.

The work in the normal department for 1914-15 has not differed to any great extent from that of previous years. All normal classes have been greatly crowded, and for that reason the efficiency of the work has hardly been up to standard. This has been especially noticeable in the practice work, where it has been necessary to care for more than 300 practice teachers this year. We have also outgrown our library facilities, both as regards room and reference books. In this connection I should like to call the attention of the board of trustees to the desirability and necessity of seeking some endowment funds, especially for such needs as a library building, library books, a gymnasium, and other badly needed features of university life, which the insular government can hardly supply.

COLLEGE OF PHARMACY.

The college of pharmacy is closing its second year of work with a graduating class of 15 students, who will receive the degree of pharmaceutical chemist. This will be the first class to receive a professional degree in the history of the university. The work, under the direction of Dr. Saliva, assisted by Mr. Legrand, Mr. Lopez, Mr. Colon, and Mr. Duffey, has been very efficient and satisfactory, though in this department the necessity of too much economy has handicapped our efforts. The total enrollment for the year in this college is as follows:

Freshmen.....	30
Seniors.....	19
Total.....	49

Our laboratories, especially those for the work in practical pharmacy, are not all that might be desired, and the small number of instructors has not enabled us to lay the desired emphasis on practice in prescription filling and practical drug-store operations. One of our greatest needs is a building especially designed for this work, and the importance of the work being done would justify the expense.

Practically all the members of the senior class have spent their spare time this year as clerks in local drug stores, and the dean has been working on a plan to make this a necessary qualification for graduation.

Tuition and laboratory fees in the college of pharmacy for the year 1914-15 have amounted to \$895.

COLLEGE OF LAW.

The enrollment in the college of law for 1914-15 is as follows:

Freshmen.....	32
Juniors.....	19
Total.....	51

The work has been carried on by Mr. Benedicto, assisted by Mr. Steuer during the first semester and by Mr. Juan B. Soto for the rest of the year. The results that have been obtained are very gratifying, and as an illustration of the efficiency of our course the case might be presented of one of our juniors who passed the bar examinations before the Federal court, he being the only one who passed, though all the rest were graduates of American universities.

There can be no doubt but that for a person who intends to practice law in Porto Rico better preparation and a more accurate knowledge of local laws may be obtained in our university than elsewhere. In addition, for the American who intends to enter the consular or diplomatic service, and who looks forward to work in Spanish-American countries, the opportunities offered by the University of Porto Rico can not be equaled.

The reduction of the budget made it impossible to secure the additional instructors so necessary for the work of next year, but it is planned to combine certain courses and carry on the work of the full three-year course, utilizing the services of the advanced students, who have offered their help, without hope of remuneration. It would be very desirable if the legislature would appropriate money at its next session to secure another instructor, or, if possible, two more, for the second semester of next year, as the practice court work will be greatly handicapped unless more instructors are furnished.

The tuition fees collected in the college of law for the year 1914-15 amounted to \$1,150.

COLLEGE OF LIBERAL ARTS AND UNIVERSITY HIGH SCHOOL.

The college of liberal arts has not had as rapid growth as the other colleges at Rio Piedras, due to the fact that the great majority of students elect a course that leads directly to some profession. During the past year, however, the enrollment has increased greatly over that of previous years. Formerly we had only three or four students enrolled, while now the enrollment is as follows:

Seniors.....	1
Sophomores.....	4
Freshmen.....	16
Total.....	21

For the first time in the history of the university, the degree of bachelor of arts was conferred in June of this year. Miss Marian Farnham, one of the instructors in English, presented a considerable amount of advanced credit, and finished her residence work at the close of this year.

Most of the college work is being done along the lines of science and mathematics, which is rather a contradiction of the general opinion that the Latin mind prefers literary and academic subjects to science or mathematics.

In the college of liberal arts we have a group of five young men who are doing post-graduate work, for the purpose of obtaining the degree of master of science. These young men are all college graduates, and this is the first postgraduate work to be given on the island.

A system of exchange of credits between the University of Porto Rico and the most important American colleges and universities has been arranged, and students here can feel assured that they will be given full credit in the United States for all work done in our university.

The university high school, which operates as a branch of the college of liberal arts, has a total enrollment this year of 298, distributed as follows:

Freshmen.....	220
Sophomores.....	49
Juniors.....	16
Seniors.....	13

Total..... 298

During the present year many of the high-school classes, especially those of the first year, have been used as practice classes for the students in the college of liberal arts. This has been of great value to the college students, inasmuch as several of them are preparing themselves for high school teaching positions, and this is exactly the practice they need. Moreover, it is a possible solution of the problem that will have to be faced next year, since we shall be unable to carry on the high school work as it has been given up to this time, with paid instructors. An attempt is being made to have the first two years of work taken over by the local school board, but if this plan fails, I should recommend the student-teacher plan. The fees in this college have amounted to \$146 for this year.

INDUSTRIAL NIGHT SCHOOL.

For the last three years we have conducted a night trade school for adults, and the work has been taken up with enthusiasm. This year we have had classes in plumbing, wood turning and cabinet making, and mechanical drawing. The plan has been to make the instruction as practical as possible, and more than 50 men have taken advantage of these courses.

In the plumbing class practical plumbing problems have been presented. The framework of a house was constructed and a complete water-supply system, as well as bathroom and toilet fixtures, were installed and tried out. In addition to this work, water and waste pipes have been extended, a toilet has been installed, and cesspools constructed.

In the drawing class attention has been given to the making of plans for construction work, and to blue-print making. In this way we have been able, in several cases, to develop the day laborer into a small contractor and builder. The work in wood turning and cabinet making has been intended to make more skillful workmen, and by making them more proficient in their trade to improve their earning capacity.

Due to lack of funds, no preparation has been made for the continuance of this work next year. This is one of the most unfortunate results of our enforced economies. Plans had been made to develop the trade school idea, and eventually to include these industrial lines of work in the curriculum of the day school. The necessity of trade and industrial education is becoming more apparent every year, and until some reputable school includes these branches in its course of study, they will carry with them the disfavor and opprobrium which always accompanies trades that are taught only in charitable and penal institutions.

INDUSTRIAL WORK.

Industrial work along the lines of agriculture, manual training, and domestic science has been carried on during the past year, with excellent results. Practically all the students enrolled in the university high school and the normal department have been taking some form of this work. Although the work is carried out on the same general lines as is customary in the States, yet several changes have been made in the courses to fit them to the general conditions in Porto Rico. Possibly the most difficult of adjustment is the course in domestic science, where we have had 341 girls studying for

the past year. Here the course is being fitted to the needs of the girls, and the interest that is being shown in these courses demonstrates that their need has been felt among the students. The average cost per girl per lesson for the past school year was \$0.0137 in cooking and \$0.003 in sewing.

Agriculture has taken the form of practical gardening, and manual training has been developed along the line of benchwork and mechanical drawing.

Practical work in weaving, basketry, fiber work, and metal work has also been given.

COLLEGE OF AGRICULTURE AND MECHANIC ARTS.

The college of agriculture and mechanic arts of the University of Porto Rico was located at Mayaguez about the beginning of 1912. The first building was ready for occupancy at the opening of that school year. The campus consists of a 30-acre tract of land at the edge of the city of Mayaguez, on the highway leading to Añasco, and adjoining the United States experiment station; part of this land is level, affording an excellent athletic field with grand stand, quarter-mile track and drill ground; adjoining this is a hill some 50 feet high, giving free scope to the trade winds to temper the heat of the Tropics. On this hill are located the main building, a two-story concrete structure with four laboratories and six classrooms, and a science building at present nearing completion and which will contain eight large classrooms, assembly hall, and offices. On the farther slope of the hill are located the shops, plant houses, stables, dairy, chicken runs, and swine yards. At a distance of nearly a mile is the experiment farm of 100 acres, of which about 30 are in productive coffee, about 10 in grass, the balance in coffee in a run-down condition and in brushwood and small timber.

The college maintains a four-year course in agriculture and five-year courses in mechanical, civil, and electrical engineering, and in sugar chemistry. The requirement for admission is the completion of the second year of the high-school or continuation-school course. For the present these two years of preparatory work are also offered at the college, but it is probable that the increase of students, more rapid than the increase of means and facilities, will necessitate the elimination of this preparatory work within the next few years.

About the close of last year the faculty submitted for the approval of the board of trustees and of the commissioner of education, as required by law, a revision of the course of study more closely related to the present conditions of education in the island, a course that is of equal rank with that required by leading colleges of agriculture and mechanic arts in the States.

The degree of bachelor of science is conferred upon the successful completion of the course selected. Opportunity will be given to graduate students for advance work in original research leading to higher degrees. Special courses are also selected for those who may not desire nor be able to take the full course. As this is the only college of agriculture in the world located within the Tropics preparing students along the lines of tropical agriculture with the same standards of efficiency as similar schools in the States, the importance of this institution not only to Porto Rico but to the Tropics as a whole can hardly be overestimated. An effort is being made to interest all American consuls located at posts within the Tropics to extend its efficiency and benefits. There are enrolled this year two students from the Danish West Indies and one from the British West Indies.

The attendance for the present year has reached a total of 235, grouped as follows:

Seniors.....	15
Juniors.....	11
Sophomores.....	49
Freshmen.....	30
Preparatory.....	122
Specials.....	8
 Total.....	 235

Of these, 56 are girls, nearly all in the preparatory years. The loss in attendance has been above the average, due to the present financial stringency and the closing of the coffee market in Europe.

The available equipment and financial resources have been hardly adequate to the present enrollment, and with the indications of rapid growth in the future will shortly be entirely too small to take care of the work properly. The greatest need is a building for the engineering department to contain the shops and testing laboratories. The engineering classes will be at this point in their course within a year, and provision should be made by the legislature for housing the equipment.

The majority of the students came from homes in humble circumstances. In addition to the liberal terms of free tuition, free textbooks and supplies, the sum of \$6,340

was apportioned by the board of trustees for this year from scholarships and student labor. For the coming year the payment of scholarships has been discontinued, but the proceeds of the dairy and farm (about \$2,000) have been made available for student labor. The importance of this assistance in return for productive labor will be understood when it is recalled that the attitude of the Porto Rican toward physical labor is not favorable, and education has in the past had as an end some form of gaining a livelihood without soiling the hands. Good results have attended the plan to bring out the properties of leadership by placing the more mature students in charge of groups of students as foremen.

For the coming year students will be obliged to supply themselves with textbooks and materials. Small as this item appears, it will none the less be a hardship in many cases. The college will handle the sales at cost. This forced economy will, however, eventually produce some beneficial results. Students do not, as a rule, make any effort to acquire a library of textbooks, depending solely upon what they absorb from the books loaned by the school. The idea that the resources of the government are illimitable is entirely too prevalent, and that care and economy should be exercised in government expenditures is a surprise to many.

The problem of dormitories in the near future will have to be given attention. The distance of the college from the town, about 1 kilometer, is a factor in the efficiency of the work. It is difficult to give attention to the influences surrounding the student body of growing boys when they are scattered over the whole town. It is believed that dormitories would in a short time more than justify their expense by the results in efficiency of work and improvement in the general character of the students. In this connection attention should be called to the tendency, already apparent, of the college becoming strictly a men's institution within a few years, although, of course, always open to women by law. The distance to be walked, especially in the heat of the day, and the general character of the technical courses of study are already deterrent influences which will be emphasized by contrast when the new high school in Mayaguez is ready within a year.

The efficiency of an agricultural college is largely proportional to the closeness with which it can keep in touch with the actual conditions of the farmers and to the extent the facilities of the college can be brought to the solution of agricultural problems. The location of the college at the extreme west end of the island adds to the difficulty in carrying out this cooperation. For the past year and a half all of this phase of the work has had to be given up because neither time nor money were available. This is far too important to be neglected.

Just as soon as resources will permit funds should be apportioned for conducting institutes throughout the island. The provisions of the Smith-Lever bill for agricultural extension were unfortunately not made available for Porto Rico. This matter should be taken up through the proper authorities and the legislation necessary to make this fund available be secured.

As the United States Agricultural Experiment Station is not under the charge of the college, as in most of the States, the college has not been able to engage in much research work, due to lack of means and available time on the part of the instructors. Experimental work is, however, started on grasses and grains for stock feeding, on the raising of cacao, on the development of a milch strain of goats adapted to Porto Rican conditions. The college is already doing considerable good as a center for improved strains of cattle, swine, and poultry.

Among the additional equipment ordered is a complete forge and foundry shop, the equipment for a model farm shop for the new dairy laboratory including a small ice plant and a complete spraying outfit.

The experimental farm has been improved by renewal of fencing, construction of a tool shed, and by clearing 7 acres of brush land and planting with forage crops. The mayordomo's house is in bad condition and will have to be rebuilt in the near future. About one-half of this land is still in an unproductive state, but plans are under way to remedy this. It will be a work of years.

On the college grounds the opening of the next school year will see the completion of the science building, a dairy laboratory, an incubator house, a propagating house, and better facilities for storage of a water supply. A bungalow has been completed during the year as a residence for the dean. The students themselves built a farm shop, remodeled a shed into a tool house, laid out the athletic field, and constructed a target-practice range.

The military drill, required of all colleges supported in part by funds of the United States, has been well conducted. The college battalion consists of three companies and a band. At the annual inspection of the battalion by Col. Burnham, of the Porto Rican Regiment, a competitive drill was held, Company C, Capt. J. Simons, receiving the prize for the best company; Fernando Saldana a gold medal, and Enrique Baez a silver medal as the two best drilled cadets.

For the complete financial report of the University of Porto Rico for the fiscal year 1914-15, see Exhibits Nos. 15, 16, 17, and 18 of the consolidated financial exhibits. Respectfully submitted.

ALLAN H. RICHARDSON,
Acting President Board of Trustees University of Porto Rico.

To the GOVERNOR OF PORTO RICO
(Through the commissioner of education).

INSULAR LIBRARY.

The long-hoped-for library building is under construction, work having been started in March of this year. There is every likelihood of the completed building being turned over to the board of trustees in June, 1916.

Plans for the efficient administration of the library in its new quarters are now being considered, but unless the next legislature gives the additional help required no great advance in serving the readers can be made.

With a new department—children's room—an efficient woman assistant becomes necessary. The question of vigilance has always been somewhat of a problem and with two floors to oversee in place of one, as now, another assistant is needed.

In the other departments of the government hours are from 8 a. m. to 12 m. and from 1 to 4 p. m., but the library is open from 9 a. m. to 10 p. m. continuously. This means a force at work all of the 13 hours, and to conform to civil service rules and give each clerk $6\frac{1}{2}$ hours two shifts, or a double force, is required.

At present there are four clerks and the librarian. They all work in the morning hours, two being relieved at noon and returning at night, making a total of 7 working hours for each shift. Two more clerks should therefore be added to the personnel of the new library.

The work of improving and adding to the card catalogue has gone on very satisfactorily. The collection of "Puertorriqueña" continues to increase, but no large or important addition may be made until a special appropriation is provided for this purpose.

A very valuable addition to the library came during the year through the generous gift of the Hispanic Society of America of nearly \$1,000 worth of books and charts, mainly its own publications, facsimile reproductions of rare editions of Spanish books and documents, or more modern works on Spanish literature and art. This fine gift of material, under ordinary circumstances far beyond the library's means, is very much appreciated.

A number of the patrons of the library have given books, mainly fiction, the additions from this source amounting to over 200 volumes.

The total accessions during the year have been: Spanish books, by purchase, 513 nonfiction, 350 fiction; by gift, 57. English books, by purchase, 435 nonfiction, 325 fiction; by gift, 150.

The usual financial statement is appended.

Very respectfully,

J. L. DUNLEVY,
Secretary and Treasurer, Board of Trustees.

Personnel.

Librarian.....	\$1,500	Janitor.....	\$300
Assistant librarian.....	1,200	Historian.....	1,500
Cataloguer.....	900		
Clerk.....	720	Total.....	6,720
Clerk.....	600		

Financial statement.

RECEIPTS.

Regular appropriation for the fiscal year ending June 30, 1915..... \$10,020.00

DISBURSEMENTS.

Salaries, Insular Library of Porto Rico..... \$6,720.00
Contingent expenses:

Books—

Spanish.....	\$1,581.36
English.....	871.73

Supplies, transportation, etc.....	2,453.09
------------------------------------	----------

Lighting.....	508.98
---------------	--------

	337.85
--	--------

Balance on hand June 30, 1915.....	10,019.92
------------------------------------	-----------

	.08
--	-----

Total.....	10,020.00
------------	-----------

EXHIBIT No. 15.—*University of Porto Rico balance sheet, June 30, 1915.*

ASSETS.

Current assets:	
Cash in hands of treasurer of Porto Rico—Balances of funds and appropriations—	
Trust funds.....	\$35,750.79
"No fiscal year appropriations".....	14,486.82
Balances of fiscal year appropriations available only for obligations contracted during fiscal years stated—	
1913-14.....	.04
1914-15.....	16.98

\$50,254.63	
8,500.00	
Securities purchased, Penuelas bonds.....	
Fixed assets:	
Real estate and improvements—	
Sites and grounds.....	\$38,052.75
Buildings, Rio Piedras—	
Normal, practice, etc.....	120,872.12
University farm.....	14,907.60

173,832.47	
Equipment—	
Library books and equipment.....	\$46,144.07
Textbooks.....	9,650.09
Laboratory equipment and apparatus.....	21,784.99
Furniture and fixtures.....	28,165.32
Machinery and tools.....	6,096.94
Vehicles and harness.....	2,128.98
Live stock.....	7,461.63
Athletic and military.....	2,919.12

124,351.14	

357,938.24	

LIABILITIES.

Trustees of the University of Porto Rico, amount of assets.....	357,938.24
---	------------

EXHIBIT No. 16.—*University of Porto Rico surplus account at June 30, 1915.*

Operating expenses, as per Exhibit No. 17:

College of Agriculture and Mechanic Arts.....	\$42,509.47
Insular Normal School.....	73,283.18
College of Liberal Arts.....	6,151.38
College of Pharmacy.....	3,188.32
College of Law.....	3,201.95
Administration.....	3,817.29

Deduction from assets for real estate and buildings, transferred to "The people of Porto Rico" accounts.....	\$132,151.59
Transfer of appropriation credit to the department of education.....	1 65,880.81
Net loss on property sold.....	6,220.00
	811.83
Unexpended balance of appropriations, 1912-13, written off:	
University of Porto Rico, normal department.....	\$4.86
Scholarships in the University of Porto Rico.....	592.40
Expenses, office of board of trustees.....	.75

Balance as of June 30, 1915.....	598.01

	357,938.24

Balance as of July 1, 1914.....	563,600.48

General income:	2 395,839.25

Federal appropriation, Morrill-Hatch Act.....	50,000.00
Insular government appropriations—	
Expenses, normal department, fiscal year 1914-15.....	\$49,500.00
Expenses, office board of trustees, fiscal year 1914-15.....	500.00
Scholarships, normal department, fiscal year 1914-15.....	10,000.00
College of Agriculture and Mechanic Arts, fiscal year 1914-15.....	15,000.00
Building, construction, and repairs, College of Agriculture and Mechanic Arts, no fiscal year.....	14,100.00

Revenues:	89,100.00
Court fines and fees.....	19,390.09
Rent of escheated inheritances.....	1,264.77

Matriculation, tuition, and laboratory fees.....	2,167.50
Sale of farm produce.....	2,221.50
Sale of manual-training supplies.....	494.79
Rent of property.....	1,470.57
Interest on securities purchased from permanent university fund.....	427.50

Repayments on account of expenses, previous years.....	6,781.86
Gifts and bequests of property.....	146.98
Transfer of appropriation credit from the office of the governor.....	277.53
	800.00

	563,600.48

¹ Includes \$59,815.01 shown by auditor in surplus account, June 30, 1914, but not taken up by university until later.

² This balance exceeds the auditor's figures, pages 289 and 290, report of the governor for 1914, by \$59,815.01, the amount of the deduction from assets for real estate and buildings at Mayaguez transferred to "The people of Porto Rico" accounts, as shown by the auditor on page 290 of the aforesaid report. The difference is due to the circumstance set forth in note No. 1.

EXHIBIT No. 17.—University of Porto Rico—Detailed statement of operating expenses for the year ended June 30, 1915.

College of Agriculture and Mechanic Arts:

Salaries of teachers.....	\$21,415.33
Other salaries and wages.....	6,172.99
School supplies.....	2,574.73
Scholarships.....	3,848.15
Farm expenses.....	6,378.69
Repairs and maintenance.....	1,415.10
Telephone and telegraph.....	52.30
Light and water.....	72.45
Office supplies and expenses.....	398.95
Travel.....	180.78
	\$42,509.47

Normal College:

Salaries of teachers.....	49,073.46
Other salaries and wages.....	11,807.57
School supplies.....	5,213.80
Scholarships.....	3,780.60
Travel.....	14.95
Repairs and maintenance.....	2,448.64
Light and water.....	399.96
Telephone and telegraph.....	107.98
Office supplies and expenses.....	438.22
	73,283.18

College of Liberal Arts:

Salaries of teachers.....	5,806.67
School supplies.....	344.71

6,151.38

College of Law:

Salaries of teachers.....	3,201.00
School supplies.....	.95

3,201.95

College of Pharmacy:

Salaries of teachers.....	2,700.00
School supplies.....	488.32

3,188.32

Administration:

Salaries.....	3,402.96
Travel.....	134.96
Telephone and telegraph.....	19.43
Office supplies and expenses.....	259.94

3,817.29

Total..... **132,151.59**

EXHIBIT No. 18.—University of Porto Rico—Statement of additions to capital accounts for the period from July 1, 1914, to June 30, 1915.

	Total, July 1, 1914.	Additions during year.	Total, June 30, 1915.
Real estate, improvements, sites, and grounds:			
Rio Piedras.....	\$37,836.17	\$216.53	\$38,052.75
Mayaguez.....	12,970.00	49.96	13,019.96
Buildings:			
Rio Piedras—			
Normal, practice, etc.....	115,515.80	5,356.32	120,872.12
University farm.....	14,907.60	.....	14,907.60
Mayaguez, College of Agriculture and Mechanic Arts.....	146,845.01	6,015.84	152,860.85
Total.....	122,074.58	11,638.70	239,713.28
Less Mayaguez properties.....	59,815.01	6,065.80	* 65,880.81
Total.....	168,259.57	5,572.90	173,832.47
Equipment:			
Library books and equipment.....	45,297.18	846.89	46,144.07
Textbooks.....	7,521.61	2,128.48	9,650.09
Laboratory equipment and apparatus.....	17,830.31	3,954.68	21,784.99
Furniture and fixtures.....	24,609.95	3,555.37	28,165.32
Machinery and tools.....	5,447.90	649.04	6,096.94
Vehicles and harness.....	2,068.89	60.09	2,128.98
Live stock.....	7,172.56	289.07	7,461.63
Military and athletic supplies.....	2,342.27	576.85	2,919.12
Total.....	112,290.67	12,060.47	124,351.14
Total real estate and equipment.	280,550.24	17,633.37	298,183.61

¹ The total that refers to this note exceeds the figures given by the auditor in Exhibit No. 20, page 291, report of the governor for 1914, by the sum of the two items marked with the number of this note above the total to which the note refers, or \$59,815.01. The auditor made the adjustment to remove the items in 1914 and the university is now doing so. See note No. 2 for further explanation.

* \$59,815.01 of the amount transferred to "The People of Porto Rico" accounts by the auditor in 1914, but not by the university. See note No. 1.

EXHIBIT NO. 31.—Statement of trust fund receipts and disbursements from July 1, 1908, to June 30, 1915, by years.

[Not to be confused with expense accounts of Exhibit No. 5.]

RECEIPTS.

Description.	1909	1910	1911	1912	1913	1914	1915	Balance June 30, 1915.
Balance on hand at beginning of period.....	\$30,366.04	\$3,172,679.92	\$2,918,025.84	\$2,801,443.58	\$1,328,328.68	\$1,452,382.18	\$1,154,065.08	.....
Municipal bond redemption tax:								
San Juan.....	72,509.58	78,007.80	93,315.77	77,757.05	26,911.00	33,096.66	33,398.47	.....
Mayaguez.....	25,439.94	25,853.42	27,915.66	29,497.57	14,323.99	15,49.88	14,427.79	.....
Ponce.....	23,189.49	24,223.78	22,698.36	25,670.37	15,26.06	15,264.80	15,045.28	.....
Arecibo.....	9,865.25	9,401.29	11,508.29	15,532.82	7,68.89	6,311.87	7,467.21	.....
Municipal property tax:								
General fund.....	734,003.61	764,777.56	820,942.53	981,185.03	879,503.88	922,334.63	1,064,272.79	.....
Road fund.....	82,188.65	85,423.61	90,972.19	109,329.14	119,583.24	124,507.33	117,518.07	.....
School fund.....	27,196.05	233,400.29	303,971.43	363,504.97	366,168.46	415,233.76	394,276.04	.....
School tax.....	106,016.24	120,444.91	130,476.33	160,500.17	175,860.10	181,600.49	173,044.12	.....
Public improvement fund:								
Construction of harbor improvements at San Juan.....								209,791.64
San Juan Harbor fund:								
Insular bond redemption tax.....	119,678.21	125,358.41	133,695.02	177,270.43	100,657.11	200,305.06	205,618.60	.....
Taxes paid under protest.....			14,109.33	119,814.07	31,246.37	30,325.81	26,615.94	.....
Taxation fund.....			71,679.10	90,849.12	175,935.09	184,554.72	175,213.04	.....
University fund.....	3,014,966.67	19,005.19	22,350.49	6,363.10	1,450,563.37	84,532.50	66,176.38	.....
University scientific fund.....	16,350.20	16,350.00	40,587.74	50,425.00	41,601.40	5,098.65	5,750.98	.....
University income fund.....	35,000.00				51,565.62	50,492.62	50,261.32	.....
Permanent university fund.....								
Funds for insular fair.....								
School building fund.....								
School extension in Porto Rico:								
General fund.....	4,951.71	6,397.85	6,565.53	32,270.18	7,132.21	9,15	106,88	.....
Miscellaneous.....	6,043.88	2,862.50	2,075.00	7,987.53	34,478.60	1,514.25	946.37	.....
Sanitation fund for suppression of epidemics.....	6,166.34	48.36	50.00	2,160.51	7,523.71	9,299.59	9,400.15	.....
Municipal bond funds:								
School-board bond funds.....					439.49	591.35		
Industrial and commercial licenses.....								
Redemption of municipal bonds:								
Redemption of school-board bonds.....								
Proceeds of sale of insular bonds for road construction.....								
Redemption certificates, indebtedness.....	14.30			427,732.59	16,729.20	4,031.74	399.70	148.50

1 In this amount is included \$2,55 sent by the municipality of Mayaguez to cover a refund of taxes improperly collected.

EXHIBIT NO. 31.—Statement of trust fund receipts and disbursements from July 1, 1908, to June 30, 1915, by years—Continued.

RECEIPTS—Continued.

Description.	1909	1910	1911	1912	1913	1914	1915	Balance June 30, 1915.
Outstanding liabilities.....								
Cash bond deposits.....	\$1,410.73	\$2,832.82	\$7,484.36	\$2,930.21	\$2,102.39	\$508.65	\$1,790.82	
Cash bond deposits.....	2,086.89	31,373.00	5,270.00	6,095.00	902.00	2,444.00	1,095.00	
Teachers' pension fund.....	300.00	1,176.35	1,296.02	1,088.25	857.00	749.33	875.00	
Accrued interest on road bonds.....	2,057.32				22.94			
Unclaimed wages.....					87.00			
Miscellaneous.....					5,583.13			
11,929.31	4,557.38	7,395.66	6,136.64		9,540.51			
Total receipts.....	4,543,277.05	1,644,646.03	2,311,109.21	2,265,184.60	3,303,133.90	3,325,432.86	3,255,026.11	
Transfers.....		6,752.76	73,062.21	83,752.95	50,278.36	150,871.79	1,544,234.90	
Total revenues and transfers.....	4,543,277.05	1,651,398.79	2,384,171.42	2,379,937.55	3,355,412.26	3,476,304.65	4,798,261.01	
Total debits.....	5,473,643.09	4,824,078.71	5,302,197.26	5,181,381.13	4,682,240.94	4,928,636.83	5,953,326.09	

DISBURSEMENTS.

Municipal bond redemption tax:	1908	1909	1910	1911	1912	1913	1914	1915	Balance June 30, 1915.
San Juan.....	\$67,620.45	\$72,154.73	\$78,110.06	\$94,609.01	\$77,333.10	\$27,058.70	\$29,346.74	\$37,424.64	
Mayaguez.....	35,588.53	26,694.11	26,261.82	28,227.70	29,328.02	14,355.09	19,193.13	42.79	
Ponce.....	23,446.86	22,683.57	24,620.66	24,045.08	25,004.50	15,250.58	15,335.33	15,054.90	
Arecibo.....	9,868.38	9,082.97	9,922.20	11,554.49	15,519.44	7,565.86	6,407.28	7,467.21	
Municipal property tax:									
General fund.....	728,739.38	738,100.28	788,449.14	829,081.17	978,563.43	870,497.72	909,152.35	1,089,082.81	
Road fund.....	201,867.65	271,314.90	285,539.95	85,854.25	306,975.68	109,057.79	118,248.48	123,175.80	
School fund.....	98,952.93	106,105.07	121,283.86	131,706.46	160,150.17	174,042.87	179,151.35	177,980.49	
Street tax.....	21,439.46	94,440.52	274,259.86	708,770.86	1,386,678.76	1,181,067.86	1,394,041.28	723,694.82	86,996.62
Irrigation fund.....		26,266.57	16,350.00	1,415.83	24,782.16	61,351.18	21,777.61	26,442.80	32,181.54
University income fund.....								571.77	320.62
University agricultural fund.....									
Funds for insular fair.....								47,221.82	3,048.17
School building fund.....									500.46
School extension certificates, indebtedness.....									1,550.40

EXHIBIT NO. 31.—Statement of trust fund receipts and disbursements from July 1, 1908, to June 30, 1915, by years—Continued.

Construction and repair of country roads in Porto Rico.....	604.43								
Proceeds of sale of insular bonds for road construction.....	572,129.56	459,968.62	1,213.75	104,119.76	319,546.04	22,541.41	828.44	1,884.80	72.76
Taxes paid under protest.....					73,075.02	38,351.70	99,928.02	71,155.45	28,154.13
Outstanding liabilities.....	352.50	365.10	130.98	6,678.68	2,650.22	2,327.72	152.25	298.36	9,291.11
Cash bond deposits.....	1,221.65	11,342.89	43,245.00	1,343.00	19,625.00	11,962.00	6,914.92	620.00	2,275.00
Franchise deposits.....		88.50	917.95	1,165.61	1,128.80	354.31	878.92	1,059.47	538.74
Insular bond redemption tax:									
Payment on principal.....	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00	617,101.74
Payment on interest.....	39,000.00	37,000.00	35,000.00	42,502.50	31,000.00	29,000.00	27,000.00	25,000.00	.....
Refunds.....	77.34	132.30	168.27	250.01	151.43	192.64	202,045.00	416.28	2,167.66
Industrial and commercial licenses.....							35.00	34.05	108.22
Permanent university fund.....							9,500.00	4,701.62	2,712.54
Sanitation funds for suppression of epidemics.....							52,000.00	5,243.08	23,888.44
Suppression of trachoma.....							28,718.70	40,216.15	.....
Redemption of municipal bonds.....							33,632.61	20,000.00	6,500.00
Municipal bond funds.....							2,603.46	2,314.39	839.28
Redemption of school-board bonds.....							4,341.50	3,210.00	16,335.00
Unclaimed wages.....							10,946.54	87,017.98	70,777.96
San Juan Harbor fund.....							50,278.36	195,058.32	213,902.92
Construction of harbor improvements at San Juan.....									
Repayment of trust funds.....	4,820.24	6,166.34	288.12	3,906.00	88,230.36				
School-board bond funds.....									
Securities, refunding bonds.....									
Proceeds, public-improvement bonds.....									
Transfers.....									
Miscellaneous.....									
Total.....	148.86	120,917.87	7,247.95	500.00	827.34	5,500.00	6,127.22	9,367.13	655,000.00
Balance as of June 30.....	13,629.38	18,015.73	5,802.36	6,181.75	5,611.50	1,182.11		982,289.69	739.70
Total.....	2,890,024.35	5,473,643.09	4,324,078.71	5,302,197.26	5,181,381.13	4,682,240.94	4,928,636.83	6,187,175.88	284,526.27

¹ These balances can not be obtained by using only the receipts and disbursements opposite the names of the funds, because the transfers affecting them are not distributed, but in a lump sum near the foot of the receipts, and also the disbursements.

